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प्रथमो भागः

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पुरोवाक्

2005 ईस्वीयां राष्ट्रिय-पाठ्यचर्या-रूपरेखायाम् अनुशंसित यत् छात्राणां विद्यालयजीवन विद्यालयेतरजीवनेन सह योजनीयम्। सिद्धान्तोऽय पुस्तकीय-ज्ञानस्य तस्याः परम्परायाः पृथक् वर्तते, यस्याः प्रभावात् अस्माकं शिक्षाव्यवस्था इदानी यावत् विद्यालयस्य परिवारस्य समुदायस्य च मध्ये अन्तराल पोषयति। राष्ट्रियपाठ्यचर्यावलम्बितानि पाठ्यक्रम-पाठ्यपुस्तकानि अस्य मूलभावस्य व्यवहारदिशि प्रयत्न एव। प्रयासेऽस्मिन् विषयाणा मध्ये स्थितायाः भित्तेः निवारणं ज्ञानार्थ रटनप्रवृत्तेश्च शिथिलीकरणमपि सम्मिलितं वर्तते। आशास्महे यत् प्रयासोऽय 1986 ईस्वीया राष्ट्रिय-शिक्षा-नीतौ अनुशसितायाः बालकेन्द्रितशिक्षाव्यवस्थायाः विकासाय भविष्यति।

प्रयत्नस्यास्य साफल्यं विद्यालयाना प्राचार्याणाम् अध्यापकानाञ्च तेषु प्रयासेपु निर्भर यत्र ते सर्वानपि छात्रान् स्वानुभूत्या ज्ञानमर्जयितुं, कल्पनाशीलक्रियाः विदधातु, प्रश्नान् प्रष्टु च प्रोत्साहयन्ति। अस्माभिः अवश्यमेव स्वीकरणीय यत् स्थान, समयः, स्वातन्त्र्यं च यदि दीयेत, तर्हि शिशवः वयस्कैः प्रदत्तेन ज्ञानेन सयुज्य नूतन ज्ञान सृजन्ति। परीक्षायाः आधारः निर्धारित-पाठ्यपुस्तकमेव इति विश्वासः ज्ञानार्जनस्य विविधसाधनानां स्रोतसा च अनादरस्य कारणेषु मुख्यतमम्। शिशुषु सर्जनशक्तेः कार्यारम्भप्रवृत्तेश्च आधान तदैव सम्भवेत् यदा वयं तान् शिशून् शिक्षणप्रक्रियायाः प्रतिभागित्वेन स्वीकुर्याम, न तु निर्धारितज्ञानस्य ग्राहकत्वेन एव।

इमानि उद्देश्यानि विद्यालयस्य दैनिककार्यक्रमे कार्यपद्धतौ च परिवर्तनमपेक्षन्ते। यथा दैनिक-समय-सारण्यां परिवर्तनशीलत्वम् अपेक्षित तथैव वार्षिककार्यक्रमाणा निर्वहणे तत्परता आवश्यकी येन शिक्षणार्थ नियतेषु कालेषु वस्तुतः शिक्षणं भवेत्। शिक्षणस्य मूल्याङ्कनस्य च विधयः ज्ञापयिष्यन्ति यत् पाठ्यपुस्तकमिद छात्राणा विद्यालयीय-जीवने आनन्दानुभूत्यर्थं कियत् प्रभावि वर्तते, न तु नीरसतायाः साधनम्। पाठ्यचर्याभारस्य निदानाय पाठ्यक्रमनिर्मातृभिः बालमनोविज्ञानदृष्ट्या अध्यापनाय उपलब्ध-कालदृष्ट्या च विभिन्नेषु स्तरेषु विषयज्ञानस्य पुनर्निर्धारणेन प्रयत्नो विहितः। पुस्तकमिद छात्राणां कृते चिन्तनस्य, विस्मयस्य, लघुसमूहेषु वार्तायाः, कार्यानुभवादि-गतिविधीनां च कृते प्राचुर्येण अवसर ददाति। पाठ्यपुस्तकस्यास्य विकासाय विशिष्टयोगदानाय राष्ट्रियशैक्षिकानुसन्धानप्रशिक्षणपरिषद् भाषापरामर्शदातृसमितेः अध्यक्षाणां प्रो. नामवरसिहमहोदयाना,

संस्कृतपाठ्यपुस्तकाना मुख्यपरामर्शकानां प्रो. राधावल्लभत्रिपाठिमहाभागानां, पाठ्यपुस्तकनिर्माणसमितेः सदस्यानाञ्च कृते हार्दिकी कृतज्ञता ज्ञापयति। पुस्तकस्यास्य विकासे नैके विशेषज्ञाः अनुभविनः शिक्षकाश्च योगदानं कृतवन्तः, तेषां संस्थाप्रमुखान् संस्थाश्च प्रति धन्यवादो व्याह्रियते। मानवसंसाधनविकासमन्त्रालयस्य माध्यमिकोच्चशिक्षाविभागेन प्रो. मृणालमिरी प्रो. जी. पी देशपाण्डेमहोदयानाम् आध्यक्षे संघटितायाः राष्ट्रिय-पर्यवेक्षणसमितेः सदस्यान् प्रति तेषां बहुमूल्ययोगदानाय वयं विशेषेण कृतज्ञाः।

पाठ्यपुस्तकविकासक्रमे उन्नतस्तराय निरन्तरं प्रयत्नशीला परिषदियं पुस्तकमिदं छात्राणां कृते उपयुक्ततरं कर्तुं विशेषज्ञैः अनुभविभिः अध्यापकैश्च प्रेषितानां सत्परामर्शानां सदैव स्वागतं विधास्यति।

जनवरी 2006
नवदेहली

निदेशकः
राष्ट्रियशैक्षिकानुसंधानप्रशिक्षणपरिषद्

संस्कृत पाठ्यपुस्तक निर्माण समिति

अध्यक्ष, भाषा सलाहकार समिति

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आभार

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् उन सभी विषय-विशेषज्ञो एवं शिक्षकों विशेषत: प्रोफेसर राजेन्द्र मिश्र, *पूर्व कुलपति*, सम्पूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी, इच्छाराम द्विवेदी, *प्रवाचक*, श्री लाल बहादुर शास्त्री राष्ट्रिय सस्कृत विद्यापीठ, नई दिल्ली एवं नारायण दाश, *संस्कृत शिक्षक*, सर्वकारीय उच्च विद्यालय, गुम्मा, गजपति, उड़ीसा के प्रति कृतज्ञता ज्ञापित करती है जिन्होंने इस पुस्तक के निर्माण में अपना सक्रिय योगदान दिया है।

परिषद् उन रचनाकारों के प्रति हार्दिक आभार व्यक्त करती है जिनकी रचनाओ से इस पुस्तक मे पाठ्य-सामग्री ली गई है।

पुस्तक की योजना-निर्माण से लेकर प्रकाशन पर्यन्त विविध कार्यों में यथासमय सक्रिय भूमिका निभाने के लिए संस्कृत पाठ्यपुस्तक निर्माण समिति के समन्वयक व उनके विभागीय सहयोगी प्रो. कमलाकान्त मिश्र एवं कृष्णचन्द्र त्रिपाठी, *प्रवाचक संस्कृत* साधुवाद के पात्र है। पुस्तक निर्माण में सहयोग के लिए परशराम कौशिक, *प्रभारी*, कम्प्यूटर स्टेशन, भाषा विभाग; विभूति नाथ झा, *कॉपी एडीटर;* राज मङ्गल यादव, कु. मीना, *प्रूफ रीडर* एवं कमलेश आर्या, *डी.टी.पी. ऑपरेटर* धन्यवाद के पात्र है।

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भूमिका

विश्वभाषा की आधारभूत एव ससार की प्राचीनतम भाषा सस्कृत मानवीय, वैज्ञानिक, नैतिक एवम् आध्यात्मिक महत्त्व की भाषा है। हमारे प्राचीन ऋषियो-मनीषियो के अनुभूत ज्ञान-विज्ञान वेद, उपनिषद्, पुराण एवम् अन्यान्य साहित्यिक कृतियो के माध्यम से सस्कृत भाषा मे ही सुरक्षित है। अत: भारतीय संस्कृति की उत्तरोत्तर अभिवृद्धि और प्रसार मे सस्कृत भाषा का ज्ञान और अध्ययन वर्तमान शिक्षा-पद्धति मे अत्यन्त महत्त्वपूर्ण है।

विद्यालयस्तर पर सस्कृत के शिक्षण को रुचिकर रूप मे प्रस्तुत करने हेतु राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 के आलोक मे स्वीकृत पाठ्यक्रम के अनुसार राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद् के तत्त्वावधान मे सस्कृत की नवीन पाठ्यपुस्तका के निर्माण की योजना प्रारम्भ की गई है। इस योजना के अन्तर्गत भाषा-विभाग द्वारा उच्च प्राथमिक स्तर पर तीन भागो मे विकसित होने वाली नवीन पुस्तक *शृङ्खला* **रुचिरा** का विकास किया गया है। इनमे नैतिक एव शिक्षाप्रद मूल्यो से परिपूर्ण पद्यो का समावेश किया गया है। छात्रो मे स्वस्थ अभिवृत्ति उत्पन्न करने हेतु इनमे रुचिवर्धक, ज्ञानवर्धक और मनोहारी कथाएँ भी दी गई है।

रुचिरा पुस्तक शृङ्खला अपने नाम के अनुसार रुचिवर्धक सामग्री से युक्त है। ये पुस्तके विद्यालयस्तर पर छात्र-छात्राओ मे भारतीय सस्कृति की स्रोत सस्कृत भाषा के प्रयोग मे कुशलता तो प्रदान करेगी ही, साथ ही सस्कृत साहित्य के प्रति छात्रो में अपेक्षित अभिरुचि भी उत्पन्न करने मे समर्थ हो सकेगी, ऐसा विश्वास है।

इसी शृङ्खला का प्रथम पुष्प **रुचिरा प्रथमो भाग:** छात्रो के लिए प्रस्तुत है। इस पुस्तक के निर्माण मे इस बात का ध्यान रखा गया है कि कक्षा मे शिक्षक-छात्र-अन्त:क्रिया प्रश्नोत्तर के माध्यम से सस्कृत मे हो, ताकि छात्र सस्कृत के सरल वाक्यो को समझने, बोलने, पढ़ने और लिखने की क्षमता प्राप्त कर सके तथा सस्कृत साहित्य के प्रति उन्मुख हो सके।

छात्र-छात्राओ मे वैज्ञानिक मनोवृत्ति उत्पन्न करने के लिए इसमे पर्यावरण की पवित्रता-विषयक प्रेरक पाठो का समावेश किया गया है। संस्कृत भाषा की छन्द:सम्पदा, लय एव गेयता का आनन्द विद्यार्थियो को प्राप्त हो, एतदर्थ कुछ नवीन गीत भी इस पुस्तक मे रखे गये है। पाठ्यसामग्री को रोचक बनाने के लिए कुछ पाठो की रचना सवाद अथवा नाट्यशैली में की गई है। कठिन शब्दो का अर्थ-बोध कराने हेतु छात्रो की सुविधा के लिए प्रत्येक पाठ के अन्त मे दिया गया शब्दार्थ इस पुस्तक की विशेषता है। पुस्तक के अन्त मे 'परिशिष्ट' रूप मे कारक और विभक्तियो का सामान्य परिचय दिया गया है जिससे छात्र इनके अन्तर को समझ सके।

साथ ही पाठ्यक्रम मे निर्धारित शब्दो एव धातुओ में से कुछ प्रमुख शब्दो एव धातुओ के रूप परिचय के लिए दिये गए है, जिनके आधार पर छात्र अन्य शब्दो व धातुओ के रूपो का निर्माण कर सके। सक्षेप मे **रुचिरा** प्रथम भाग में निम्नलिखित बिन्दुओ पर ध्यान दिया गया है-

- सस्कृत शब्दो और वाक्यो का शुद्ध उच्चारण।
- प्रारम्भ से ही प्रश्नोत्तर माध्यम से प्रश्नो के उत्तर और प्रदत्त कथनो के आधार पर प्रश्न निर्माण की कुशलता।
- भाषिक तत्त्वो (सुनना, बोलना, पढ़ना तथा लिखना) के प्रयोग की क्षमता।
- नैतिक मूल्यो से युक्त सस्कृत पद्यों का परिचय।
- संस्कृत मे वार्तालाप कर सकने की क्षमता।
- संस्कृत की वर्तनी को शुद्धरूप मे जानने और लिखने की क्षमता।
- रोचक कथाओ को पढ़कर घटनाक्रम का सयोजन कर सकने का सामर्थ्य।
- अध्यापन बिन्दुओ पर आधारित रोचक एवं ज्ञानवर्धक अभ्यास।
- प्रतिपाठ शब्दार्थ परिचय।
- चित्र पर आधृत मनोरञ्जक अभ्यासों द्वारा आनन्दप्राप्ति के साथ भाषा-ज्ञान।
- पुस्तक को आकर्षक बनाने हेतु पाठो मे महत्त्वपूर्ण एवं सार्थक चित्र-सयोजन।

शिक्षक की भूमिका

कोई भी पाठ्यक्रम तथा पुस्तक कितनी ही वैज्ञानिक और सुरुचिपूर्ण क्यों न हो, परन्तु अध्यापन-कार्य मे शिक्षक की भूमिका अत्यन्त महत्त्वपूर्ण होती है। अध्यापन की सफलता के लिए जहाँ एक ओर तकनीकी शैली से युक्त पाठ्यपुस्तको की अपेक्षा रहती है, वहाँ दूसरी ओर पाठ्यपुस्तको मे निहित व्याकरण-सम्बन्धी बिन्दुओ और भाषिक तत्त्वो के प्रायोगिक अभ्यास हेतु कुशल अध्यापन शैली भी अपेक्षित है। आशा की जाती है कि शिक्षकगण प्रस्तुत पुस्तक के माध्यम से भाषा के अपेक्षित कौशलों को छात्रो तक पहुँचाने में अपना अमूल्य सहयोग प्रदान कर सकेगे। कथा-प्रसङ्गो तथा गीतों को हृदयङ्गम बनाने के लिए यथावसर दृश्य, श्रव्य, यान्त्रिक माध्यमों का उपयोग किया जाना चाहिए। जो पाठ संवाद-परक है, उनका विद्यार्थियों से अभिनय भी कराया जा सकता है।

छात्रो की सुगमता को ध्यान में रखते हुए कक्षा मे उपलब्ध बहुभाषिकता को अपनाकर पाठो का अध्यापन करे ताकि छात्रों के सस्कृत अध्ययन को सरल से कठिन के क्रम में रोचक एव उपयोगी बनाया जा सके।

यद्यपि इस सकलन को छात्रों के अनुरूप बनाने का भरपूर प्रयास किया गया है तथापि इसको और अधिक उपयोगी बनाने के लिए अनुभवी संस्कृत अध्यापको के बहुमूल्य सुझावो का हम सतत स्वागत करेगे।

पाठानुक्रमणिका

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक **संपूर्ण प्रभुत्व-संपन्न, समाजवादी, पंथ-निरपेक्ष, लोकतंत्रात्मक गणराज्य** बनाने के लिए तथा उसके समस्त नागरिको को:

सामाजिक, आर्थिक और राजनैतिक **न्याय,**

विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की **स्वतंत्रता,**

प्रतिष्ठा और अवसर की **समता**
प्राप्त कराने के लिए,

तथा उन **सब में** व्यक्ति की गरिमा और
राष्ट्र की एकता और अखंडता
सुनिश्चित करने वाली बधुता बढ़ाने के लिए

दृढ़संकल्प होकर **अपनी इस संविधान सभा में** आज तारीख 26 नवंबर, 1949 ई. (मिंति मार्गशीर्ष शुक्ला सप्तमी, संवत् दो हजार छह विक्रमी) को **एतवद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।**

असतो मा सद्‌गमय।

तमसो मा ज्योतिर्गमय।

मृत्योर्माऽमृतं गमय ॥1॥

–बृहदारण्यकोपनिषद् (1.3.28)

सर्वस्तरतु दुर्गाणि सर्वो भद्राणि पश्यतु ।

सर्वः कामानवाप्नोतु सर्वः सर्वत्र नन्दतु ॥2॥

–विक्रमोर्वशीयम् (5.25)

भावार्थः

हे ईश्वर! मुझे कुमार्ग से सन्मार्ग की ओर ले जाएँ। अज्ञान रूपी अन्धकार से ज्ञानरूपी प्रकाश की ओर ले जाएँ। मृत्यु से अमरता की ओर ले जाएँ ॥1॥

सभी लोग कठिनाइयों को पार करें, सभी लोग शुभ देखें, सबकी कामनाएँ पूरी हों, सभी लोग सर्वत्र आनन्दित रहे। ॥2॥



प्रथमः पाठः

शब्दपरिचयः **अकारान्त-पुंल्लिङ्गः**



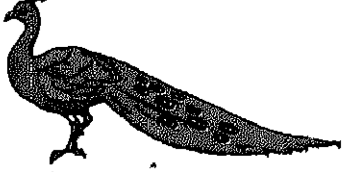
छात्रः



शिक्षकः



कृषकः



मयूरः



काकः



शुकः



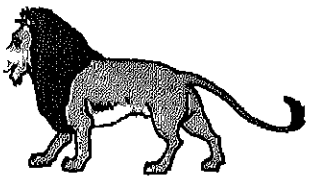
कुक्कुरः



अश्वः



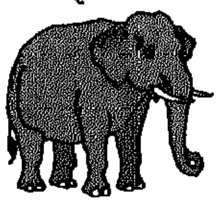
वृषभः



सिंहः



भल्लूकः



गजः



घटः



दीपकः



दूरभाषः



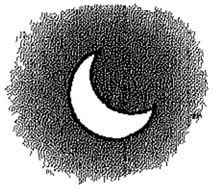
मण्डूकः



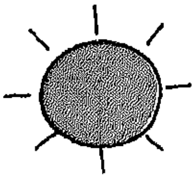
मत्स्यः



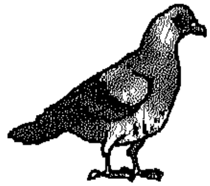
मकरः



चन्द्रः



सूर्यः



कपोतः



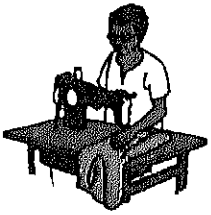
बिडालः



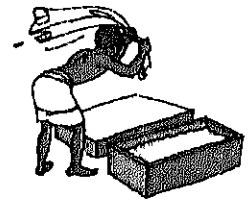
मूषकः



नकुलः



सौचिकः



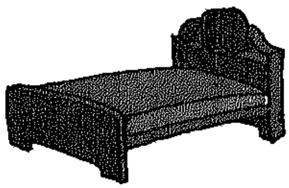
रजकः



वृद्धः



तालः



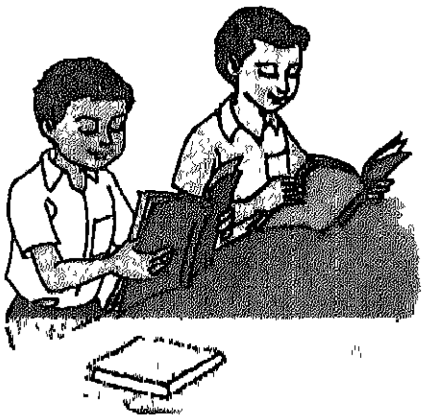
पर्यङ्कः



विद्युद्दीपः

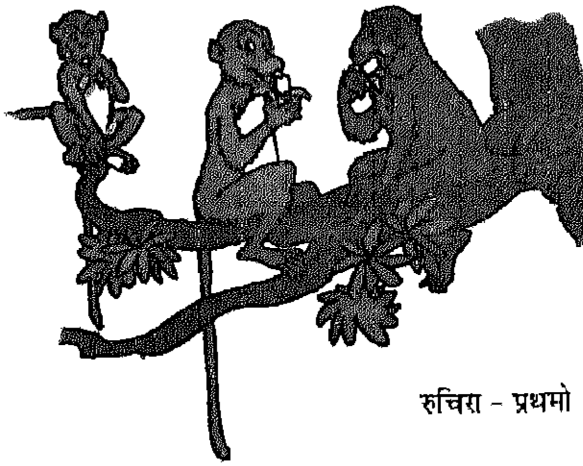
एषः कः?
एषः केशवः।
केशवः किं करोति?
केशवः नमति।
किं सः लिखति?
नहि, सः न लिखति,
सः नमति।

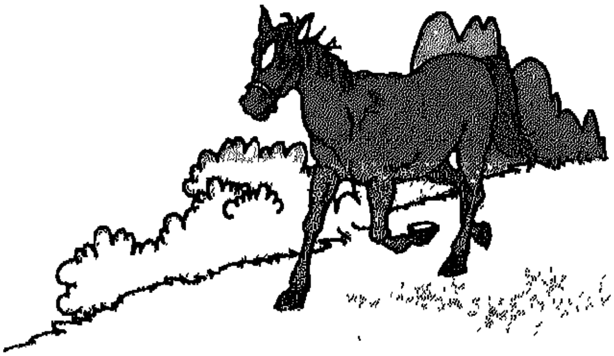




एतौ कौ?
एतौ बालकौ।
बालकौ किं कुरुतः?
बालकौ पठतः।
किं तौ लिखतः?
नहि, तौ न लिखतः,
तौ पठतः।

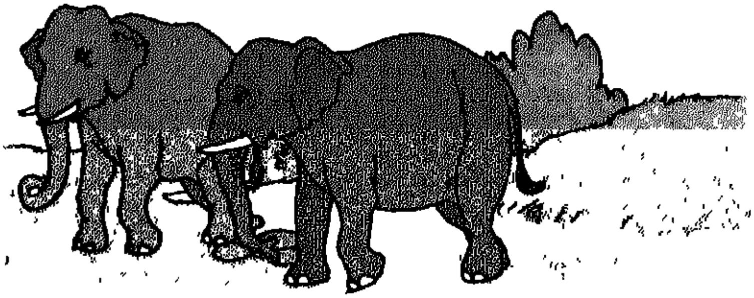
एते के?
एते वानराः।
वानराः किं कुर्वन्ति?
वानराः खादन्ति।
किं ते कूर्दन्ति?
नहि, ते न कूर्दन्ति,
ते खादन्ति।





एषः कः?
एषः अश्वः।
अश्वः किं करोति?
अश्वः धावति।
किं सः तिष्ठति?
नहि, सः न तिष्ठति,
सः धावति।

एतौ कौ?
एतौ गजौ।
गजौ किं कुरुतः?
गजौ चलतः।
किं तौ धावतः?
नहि, तौ न धावतः,
तौ चलतः।





एते के?
एते मयूराः।
मयूराः किं कुर्वन्ति?
मयूराः नृत्यन्ति।
किं ते विचरन्ति?
नहि, ते न विचरन्ति,
ते तु नृत्यन्ति।

शब्दार्थाः



एषः (पुं.)	–	यह
कः (पु.)	–	कौन
करोति	–	करता है/करती है
नमति	–	नमस्कार करता है/करती है
सः (पुं.)	–	वह
लिखति	–	लिखता है/लिखती है
नहि (अव्यय)	–	नहीं
एतौ (पुं.)	–	ये दो (दोनों)
कौ (पु.)	–	कौन (दो)
कुरुतः	–	(दो) करते हैं/करती हैं
पठतः	–	(दो) पढ़ते है/पढ़ती हैं
तौ (पु.)	–	वे दो (दोनो)
एते (पुं.)	–	ये सब
के (पुं.)	–	(अनेक) कौन
वानराः	–	(अनेक) बन्दर
कुर्वन्ति	–	करते है/करती है
खादन्ति	–	खाते हैं/खाती हैं
ते (पुं.)	–	वे सब
कूर्दन्ति	–	कूदते हैं/कूदती हैं
अश्वः	–	घोड़ा
धावति	–	दौड़ता है/दौड़ती है
तिष्ठति	–	ठहरता है/ठहरती है
गजौ	–	दो हाथी
चलतः	–	(दो) चलते हैं/चलती है

धावतः	–	(दो) दौड़ते हैं/दौड़ती हैं
मयूराः	–	(अनेक) मोर
नृत्यन्ति	–	नाचते है/नाचती है
विचरन्ति	–	घूमते है/घूमती हैं

अभ्यासः



1. मौखिकम् उच्चारणं कुरुत–

शिक्षक	–	शिक्षकः
युवक	–	युवकः
घट	–	घटः
दीपक	–	दीपकः
कुक्कुर	–	कुक्कुरः
राष्ट्रध्वज	–	राष्ट्रध्वजः

2. (क) पदानां वर्णविच्छेदं प्रदर्शयत–

यथा नरः = (न् + अ) + (र् + अः)
न रः

करोति = ...

बालकाः = ...

छात्रः = ...

अश्वाः = ...

(ख) वर्णसंयोजनेन पदं लिखत-

यथा	द् + ऋ + श् + य् + अ + म्	=	दृश्यम्
	व् + आ + न् + अ + र् + अः	=	
	प् + अ + ठ् + अ + न् + त् + इ	=	
	क् + उ + र् + व् + अ + न् + त् + इ	=	
	ध् + आ + व् + अ + न् + त् + इ	=	

3. उदाहरणं दृष्ट्वा रिक्तस्थानानि पूरयत-

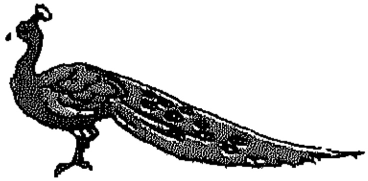
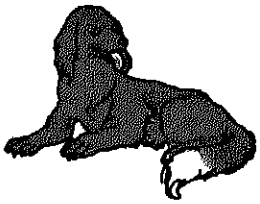
यथा	पिकः	पिकौ	पिकाः
	....	काकौ	....
	कच्छपः	....	....
	....	....	विडालाः
	....	मृगौ	....
	घटः	....	....

4. चित्राणि दृष्ट्वा संस्कृतपदानि लिखत-





....

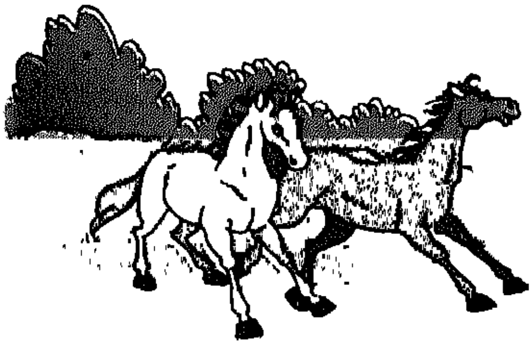
  

....

5. चित्रं दृष्ट्वा उत्तरं लिखत-



यथा बालकः किं करोति?
बालकः पठति।



अश्वौ किं कुरुतः?
....

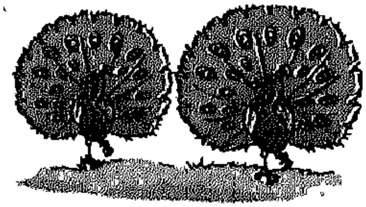


छात्राः किं कुर्वन्ति?
....



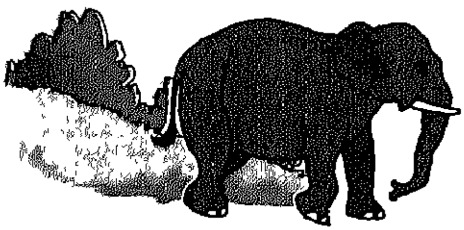
वानराः किं कुर्वन्ति?

....



मयूरौ किं कुरुतः?

....



गजः किं करोति?

....

6. **पदानि संयोज्य वाक्यानि रचयत-**

वृक्षः	चलन्ति
गजाः	गायति
सिंहौ	पठतः
गायकः	नृत्यन्ति
बालकौ	गर्जतः
भल्लूकाः	फलति

7. **मञ्जूषातः पदं चित्वा रिक्तस्थानानि पूरयत-**

नृत्यन्ति गर्जतः धावति चलतः फलन्ति खादति

(क) मयूराः ....।

(ख) गजौ ....।

(ग) वृक्षाः ....।

(घ) सिंहौ ....।

(ङ) वानरः ....।

(च) अश्वः ....।

8. **सः, तौ, ते इत्येतेभ्यः उचितं सर्वनामपदं चित्वा रिक्तस्थानानि पूरयत-**

यथा अश्वः धावति। - **सः** धावति।

(क) गजाः चलन्ति। - .... चलन्ति।

(ख) छात्रौ लिखतः। - .... लिखतः।

(ग) वानराः क्रीडन्ति। - .... क्रीडन्ति।

(घ) गायकः गायति। - .... गायति।

(ङ) वृक्षौ फलतः। - .... फलतः।



ध्यातव्यम्-

(क) संस्कृते त्रीणि लिङ्गानि भवन्ति- पुँल्लिङ्ग, स्त्रीलिङ्गं, नपुसकलिङ्गञ्च।

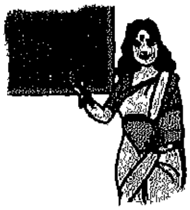
(ख) संस्कृते त्रयः पुरुषाः भवन्ति- प्रथमपुरुषः, मध्यमपुरुषः, उत्तमपुरुषश्च।

(ग) सस्कृते त्रीणि वचनानि भवन्ति- एकवचनं, द्विवचनं, बहुवचनञ्च।

द्वितीयः पाठः

शब्दपरिचयः **आकारान्त-स्त्रीलिङ्गः**


छात्रा

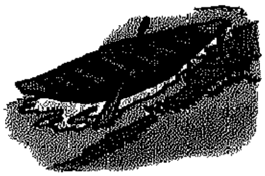

शिक्षिका


परिचारिका


चटका

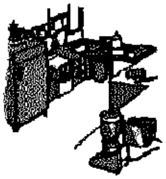

अजा


पिपीलिका

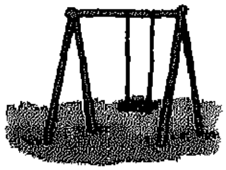

नौका


कुञ्चिका


घटिका


पाकशाला

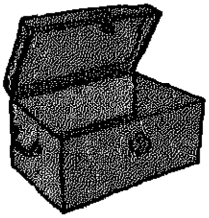

द्विचक्रिका


दोला

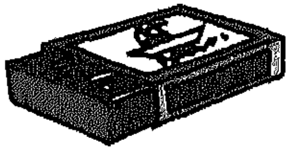

उत्पीठिका


जवनिका


सूचिका



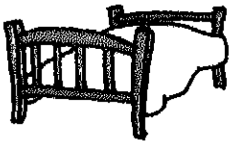
पेटिका



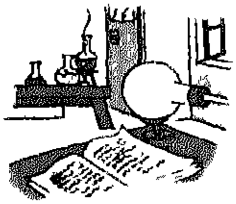
अग्निपेटिका



छुरिका



खद्वा



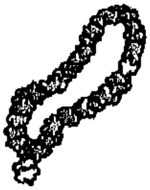
प्रयोगशाला



दिनदर्शिका



मापिका



माला



तुला



मक्षिका



वृद्धा



पाठशाला



वीणा

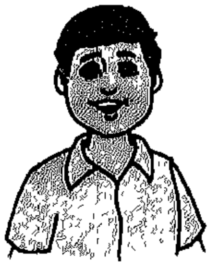


सिक्थवर्तिका



लता

एषः कः?
एषः राजेशः।
सः किं करोति?
सः हसति।





एषा का?
एषा शिक्षिका।
सा किं करोति?
सा लिखति।
किं सा पठति?
सा न पठति, सा तु लिखति।

एतौ कौ?
एतौ बालकौ।
तौ किं कुरुतः?
तौ खेलतः।





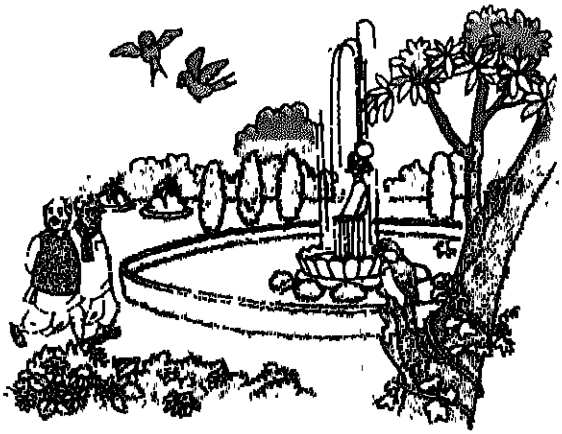
एते के?
एते अजे।
ते किं कुरुतः?
ते चरतः।
किं ते पिबतः?
ते न पिबतः, ते तु चरतः।

एते के?
एते बालकाः।
ते किं कुर्वन्ति?
ते क्रन्दन्ति।
किं ते पठन्ति?
ते न पठन्ति, ते तु क्रन्दन्ति





एताः काः?
एताः बालिकाः।
किं ताः क्रीडन्ति?
नहि, ताः नृत्यन्ति।



एषा का अस्ति?
एषा वाटिका अस्ति।
अत्र जनौ भ्रमतः।
अत्र लताः कलिकाः च सन्ति।
भ्रमराः गुञ्जन्ति।
चटकाः विहरन्ति।

शब्दार्थाः



एषा (स्त्री.)	–	यह
का (स्त्री., सर्वनाम)	–	कौन
सा (स्त्री.)	–	वह

एते (स्त्री.)	–	ये दो
अजे (स्त्री.)	–	दो बकरियाँ
ते (स्त्री.)	–	वे दो
चरतः	–	(दो) चरते हैं/चरती हैं
पिबतः	–	(दो) पीते हैं/पीती है
क्रन्दन्ति	–	रोते हैं/रोती है
एताः (स्त्री.)	–	ये सब
ताः (स्त्री.)	–	वे सब
वाटिका	–	बगीचा
अत्र (अव्यय)	–	यहाँ
जनौ	–	दो लोग
भ्रमतः	–	(दो) घूमते हैं/घूमती हैं
कलिकाः	–	कलियाँ
सन्ति	–	हैं
भ्रमराः	–	भौरे
गुञ्जन्ति	–	गूँजते है/गूँजती है
चटकाः	–	(अनेक) गौरैया
विहरन्ति	–	विचरण करते है/करती हैं

अभ्यासः



1. उच्चारणं कुरुत-

(क)	बालकः	बालिका
	शिक्षकः	शिक्षिका
	नायकः	नायिका
	गायकः	गायिका
	सः	सा

(ख)	पिपीलिका	पिपीलिके	पिपीलिकाः
	सा	ते	ताः
	बालिका	बालिके	बालिकाः
	घटिका	घटिके	घटिकाः
	कलिका	कलिके	कलिकाः

2. (क) अधोलिखितानां पदानां वर्णविच्छेदं प्रदर्शयत-

यथा शिक्षिका = श् + इ + क् + ष् + इ + क् + आ

(शि = श् + इ; क्षि = क् + ष् + इ; का = क् + आ)

वाटिका = ...

वृक्षाः = ...

भ्रमराः = ...

प्रज्ञा = ...

विद्या = ...

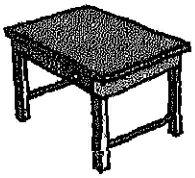
(ख) वर्णसंयोजनं कृत्वा पदं कोष्ठके लिखत-

यथा ग्+उ+ञ्+ज्+अ+न्+त्+इ	=	गुञ्जन्ति
अ+ध्+य्+आ+प्+इ+क्+आ	=	
क्+उ+र्+उ+त्+अः	=	
श्+उ+द्+ध्+अः	=	
स्+त्+र्+ई+ल्+इ+ङ्+ग्+अः	=	

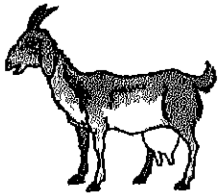
श्+र्+ई+म्+अ+त्+ई

स्+र्+ओ+त्+अः

3. **चित्रं दृष्ट्वा संस्कृतशब्दं लिखत-**



....



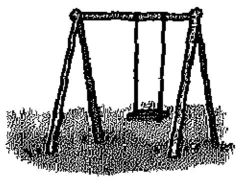
....



....



....



....



....

4. **कोष्ठकात् उचितं शब्दं चित्वा वाक्यं पूरयत-**

यथा **बालिका** पठति। (बालिका/बालिकाः)

(क) .... गुञ्जति। (भ्रमरः/भ्रमराः)

(ख) .... चलतः। (पिपीलिकाः/पिपीलिके)

(ग) .... अस्ति। (तूलिका/तूलिके)

(घ) .... सन्ति। (द्विचक्रिके/द्विचक्रिकाः)

(ङ) .... चरन्ति। (अजाः/अजे)

5. वचनानुसारं रिक्तस्थानानि पूरयत

	एकवचनम्	द्विवचनम्	बहुवचनम्
यथा	लता	लते	लताः
	गीता	....	....
	....	पेटिके	....
	....	....	खट्वाः
	सा	....	....
	....	रोटिके	....

6. सः, सा, ते, ताः, तौ इत्येतेभ्यः उचित सर्वनामपदं चित्वा रिक्तस्थानानि पूरयत-

यथा लता अस्ति। - **सा** अस्ति।

(क) महिलाः हसन्ति। - .... हसन्ति।

(ख) सुधा वदति। - .... वदति।

(ग) अश्वः धावति। - .... धावति।

(घ) बालकौ पश्यतः। - .... पश्यतः।

(ङ) भ्रमराः गुञ्जन्ति। - .... गुञ्जन्ति।

7. मञ्जूषातः कर्तृपदं चित्वा रिक्तस्थानानि पूरयत-

भक्ताः अजे बालकः सिंहाः द्विचक्रिका

(क) .... चरतः।

(ख) .... गर्जन्ति।

(ग) .... नमन्ति।

(घ) .... हसति।

(ङ) .... चलति।

8. मञ्जूषातः कर्तृपदानुसारं क्रियापदं चित्वा शून्यस्थानं पूरयत-

गायतः नृत्यति लिखन्ति पश्यन्ति विहरतः

(क) रमा ....।

(ख) चटके ....।

(ग) बालिके ....।

(घ) छात्राः ....।

(ङ) जनाः ....।



तृतीयः पाठः

शब्दपरिचयः **अकारान्त-नपुंसकलिङ्गः**


पर्णम्

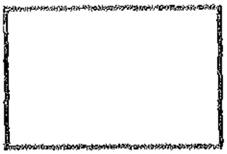

फलम्

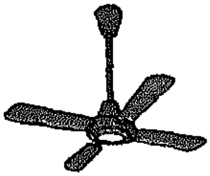

सङ्गणकम्

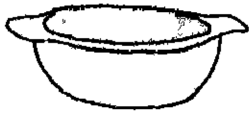

पुस्तकम्


वर्तुलम्

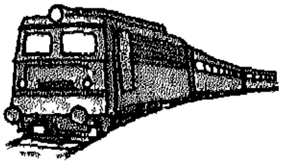

गृहम्


आयतम्


विद्युद्व्यजनम्


पात्रम्

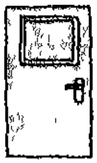

सूक्ष्मदर्शकम्

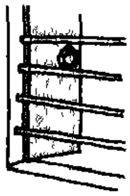

रेलयानम्


छत्रम्


मुकुटम्


वाद्यम्

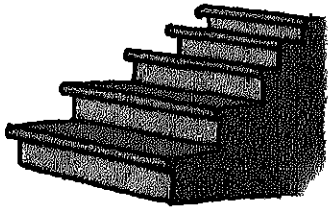

द्वारम्



वातायनम्



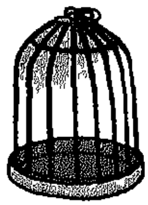
उपनेत्रम्



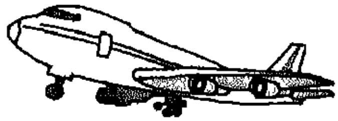
सोपानम्



नीडम्



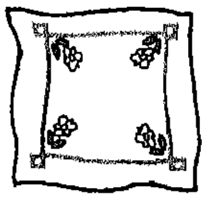
पञ्जरम्



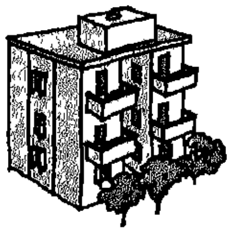
विमानम्



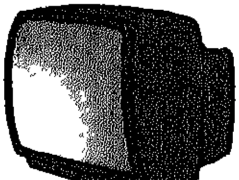
क्रीडनकम्



करवस्त्रम्



भवनम्



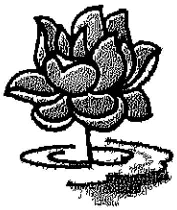
दूरदर्शनम्



नारिकेलम्



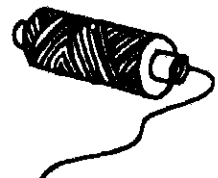
उद्यानम्



कमलम्

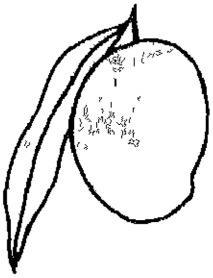


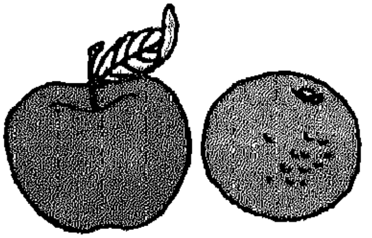
कङ्कतम्



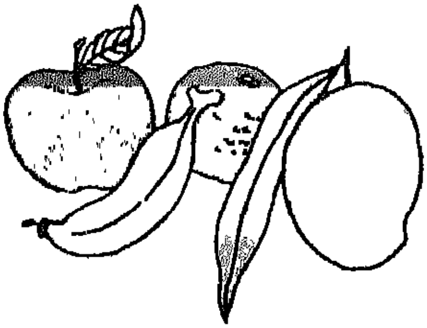
सूत्रम्

एतत् किम् अस्ति?
एतत् फलम् अस्ति।





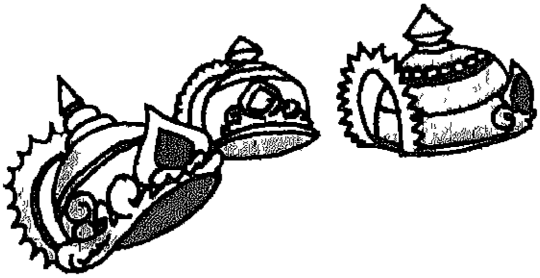
एते के स्तः?
एते फले स्तः।



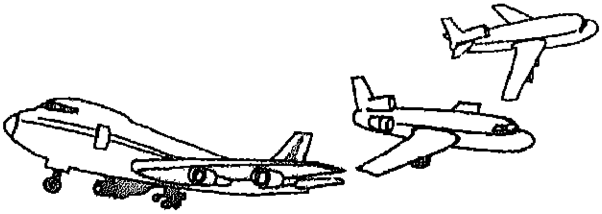
एतानि कानि सन्ति?
एतानि फलानि सन्ति।



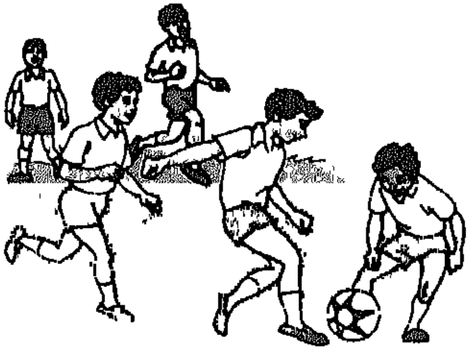
किम् एते पुष्पे?
एते पुष्पे न स्तः।
एते पर्णे स्तः।



किम् एतानि पुस्तकानि?
न, एतानि मुकुटानि।



एतानि कानि सन्ति?
एतानि विमानानि सन्ति।



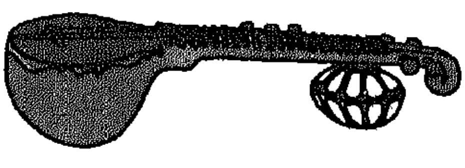
अत्र बालाः किं कुर्वन्ति?
अत्र बालाः क्रीडन्ति।



किं यानानि चलन्ति?
न, केवलं चक्राणि चलन्ति।

एषा का?
एषा बालिका।

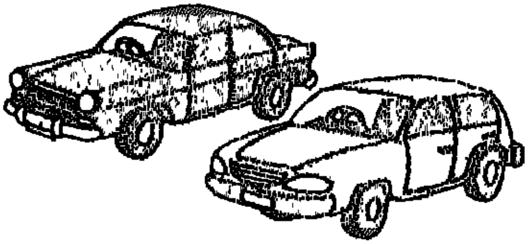




किम् अत्र वीणाः सन्ति?
न, अत्र एका एव वीणा अस्ति।

एते के स्तः?
एते छत्रे स्तः।

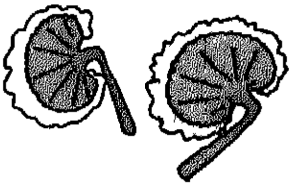




किम् अत्र रेलयानानि सन्ति?
न, अत्र कारयाने स्तः।



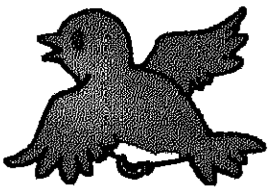
किम् एतत् वाद्यम्?
न, एतत् जलपात्रम्।



एते के?
एते व्यजने स्तः।



कानि एतानि?
एतानि पर्णानि।



किम् एतत् विमानम्?
न, एषः खगः।
खगः उत्पतति।

शब्दार्थाः



एतत् (नपुं.)	–	यह
फलम् (नपुं.)	–	फल
एते (नपुं.)	–	(दो) ये
एतानि (नपुं.)	–	(अनेक) ये
कानि (नपुं.)	–	कौन
पुष्पे (नपुं.)	–	दो फूल
पर्णे (नपुं.)	–	दो पत्ते
मुकुटानि (नपुं.)	–	(अनेक) ताज/मुकुट
विमानानि (नपुं.)	–	(अनेक) हवाई जहाज
यानानि (नपुं.)	–	(अनेक) गाड़ी
के (नपुं.)	–	(दो) कौन
स्तः (नपुं.)	–	(दो) है
छत्रे (नपुं.)	–	दो छाता
रेलयानानि (नपुं.)	–	(अनेक) रेलगाड़ी
कारयाने (नपुं.)	–	दो कार
वाद्यम् (नपुं.)	–	बाजा
जलपात्रम् (नपुं.)	–	पानी का बरतन
व्यजने (नपुं.)	–	दो पखे
एतानि (नपुं.)	–	ये सब
खगः (पुं.)	–	चिड़िया
उत्पतति	–	उड़ता है/उड़ती है

अभ्यासः



1. मौखिकम् उच्चारण कुरुत

चित्रम्	चित्रे	चित्राणि
पुष्पम्	पुष्पे	पुष्पाणि
पात्रम्	पात्रे	पात्राणि
नेत्रम्	नेत्रे	नेत्राणि
व्यजनम्	व्यजने	व्यजनानि
उद्यानम्	उद्याने	उद्यानानि
द्वारम्	द्वारे	द्वाराणि

2. (क) अधोलिखितानां शब्दानां वर्णविच्छेदं प्रदर्शयत

यथा– व्यजनम् - व् + य् + अ + ज् + अ + न् + अ + म्

पुस्तकम् – ....

विद्वान् – ....

चिह्नम् – ....

आह्लादः – ....

आह्वानम् – ....

(ख) वर्णसंयोजनं कृत्वा कोष्ठके पदं लिखत-

यथा- प् + र् + अ + ह् + ल् + आ + द + अः = प्रह्लाद.

(क) अ + प् + अ + र् + आ + ह् + ण् + अः = [ ]

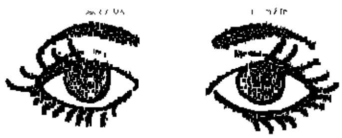
(ख) द् + व् + आ + द् + अ + श् + अः = [ ]

(ग) द् + व् + आ + र् + अ + म् = [ ]

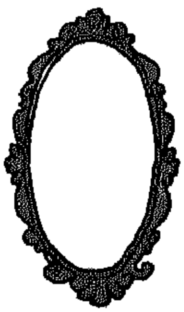
(घ) व् + इ + श् + व् + आ + स् + अः = [ ]

(ङ) प् + र् + अ + त् + य् + अ + क् + ष् + अ + म् = [ ]

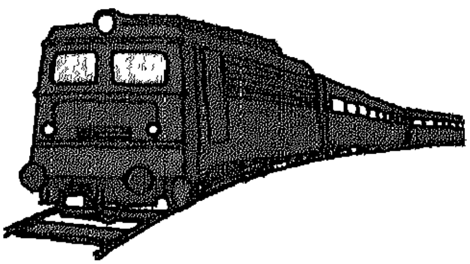
3. चित्राणि दृष्ट्वा तेषां संस्कृतपदानि लिखत-



....

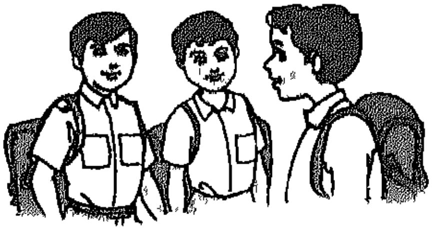


....

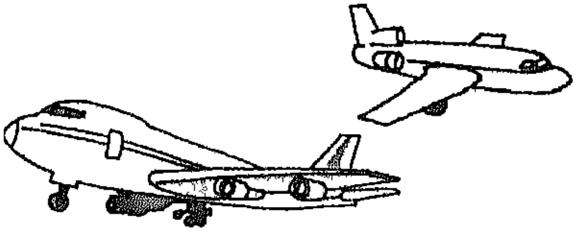


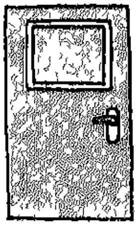
....





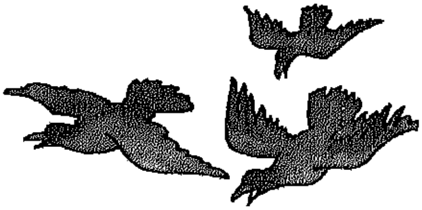
....



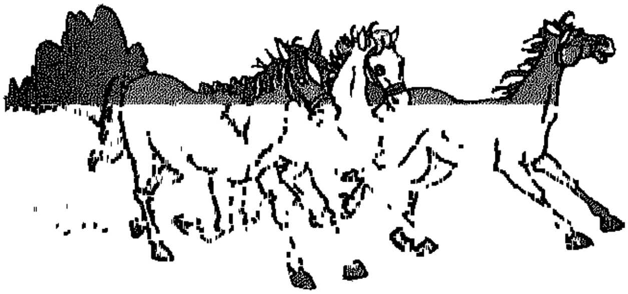


....

4. चित्रं दृष्ट्वा उत्तरं लिखत-

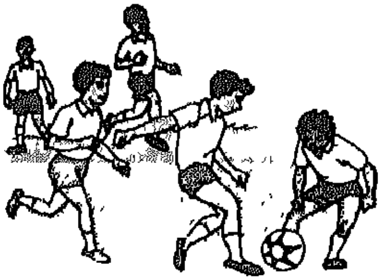


यथा- काकाः किं कुर्वन्ति?
काकाः उत्पतन्ति।



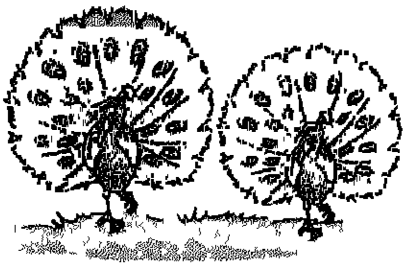
अश्वाः किं कुर्वन्ति?
....

अकारान्त नपुसकलिङ्ग.



बालाः किं कुर्वन्ति?

....



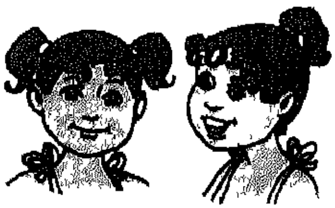
मयूरौ किं कुरुतः।

....



कानि पतन्ति?

....



बाले किं कुरुतः?

....

5. निर्देशानुसारं वाक्यानि रचयत-

यथा- एतत् पतति।	(बहुवचने)	-	एतानि पतन्ति।
(क) एतत् फलम्।	(बहुवचने)	-	....
(ख) एते व्यजने।	(एकवचने)	-	....
(ग) एतानि यानानि।	(द्विवचने)	-	....
(घ) भ्रमरः गुञ्जति।	(बहुवचने)	-	....
(ङ) मयूरः नृत्यति।	(द्विवचने)	-	....

6. उचितपदानि संयोज्य वाक्यानि रचयत-

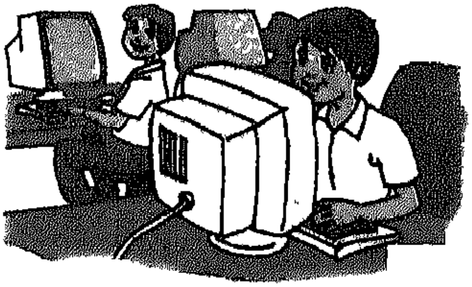
कोकिले	विकसति
पवनः	नृत्यन्ति
पुष्पम्	उत्पतति
खगः	वहति
मयूराः	गर्जन्ति
सिंहाः	कूजतः

चतुर्थः पाठः

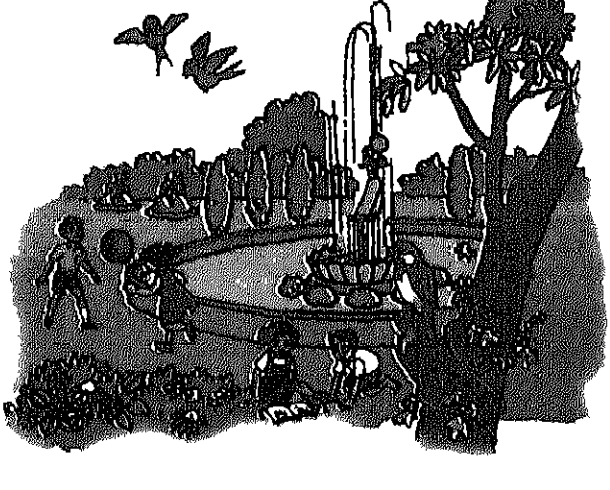
सर्वनाम-प्रयोगः

एषः विद्यालयः।
अत्र छात्राः, शिक्षकाः,
शिक्षिकाः च सन्ति।





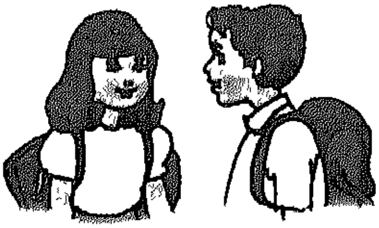
एषा सङ्गणकयन्त्र-प्रयोगशाला अस्ति।
एतानि सङ्गणकयन्त्राणि सन्ति।



एतत् अस्माकं विद्यालयस्य
उद्यानम् अस्ति।
उद्याने पुष्पाणि सन्ति।
वयम् अत्र क्रीडामः पठामः च।

ऋचा - तव नाम किम्?

प्रणवः - मम नाम प्रणवः। तव नाम किम्?



ऋचा - मम नाम ऋचा। त्व कुत्र पठसि?

प्रणवः - अहम् अत्र एव पठामि।

ऋचा - अहम् अपि अत्र एव पठामि।
इदानीम् आवां मित्रे स्वः।

शिक्षिका- छात्राः! यूयं किं कुरुथ?

छात्राः - आचार्ये! वयं गच्छामः।

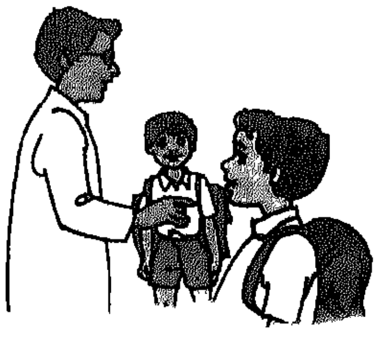
शिक्षिका- यूयं कुत्र गच्छथ?



छात्राः - वय सभागारं गच्छामः।

शिक्षिका- युष्माक पुस्तकानि कुत्र सन्ति?

छात्राः - अस्माकं पुस्तकानि अत्र सन्ति।



शिक्षकः - छात्रौ! युवां किं कुरुथः?

छात्रौ - आचार्य! आवां श्लोकं गायावः।

शिक्षकः - शोभनम्, किं युवां श्लोकं न लिखथः?

छात्रौ - आवां लिखावः, पठावः, गायावः,
चित्राणि अपि रचयावः।

शिक्षकः - बहुशोभनम्।

शब्दार्थाः



सङ्गणकयन्त्राणि	–	(अनेक) कम्प्यूटर
अस्माकम्	–	हमारा/हम लोगों का
वयम् (सर्वनाम)	–	हम सब
तव	–	तेरा
मम	–	मेरा
त्वम् (सर्वनाम)	–	तुम
अहम् (सर्वनाम)	–	मैं
एव (अव्यय)	–	ही
अपि (अव्यय)	–	भी
इदानीम् (अव्यय)	–	अब/इस समय
आवाम् (सर्वनाम)	–	हम दोनों
मित्रे (नपुं.)	–	(दो) मित्र
स्वः	–	(हम दोनों) हैं
यूयम् (सर्वनाम)	–	तुम सब
आचार्ये!	–	शिक्षिका (सम्बोधन)
युष्माकम्	–	तुम्हारा/तुम लोगों का
कुत्र	–	कहाँ
सभागारम्	–	सभागार को
युवाम् (सर्वनाम)	–	तुम दोनों
आचार्य!	–	गुरु/शिक्षक (सम्बोधन)
शोभनम्	–	अच्छा
गायावः	–	(हम दो) गाते हैं/गाती हैं
रचयावः	–	(हम दो) बनाते हैं/बनाती हैं

अभ्यासः



1. उच्चारण कुरुत–

अहम्	आवाम्	वयम्
माम्	आवाम्	अस्मान्
मम	आवयोः	अस्माकम्
त्वम्	युवाम्	यूयम्
त्वाम्	युवाम्	युष्मान्
तव	युवयोः	युष्माकम्

2. निर्देशानुसारं परिवर्तनं कुरुत–

यथा– अहं पठामि।	–	(बहुवचने)	–	**वयं पठामः।**
(क) अहं नृत्यामि।	–	(बहुवचने)	–	....
(ख) त्वं पठसि।	–	(बहुवचने)	–	....
(ग) युवां क्रीडथः।	–	(एकवचने)	–	....
(घ) आवां गच्छावः।	–	(बहुवचने)	–	....
(ङ) अस्माकं पुस्तकानि।	–	(एकवचने)	–	....
(च) तव गृहम्।	–	(द्विवचने)	–	....

3. कोष्ठकात् उचितं शब्दं चित्वा रिक्तस्थानानि पूरयत-

(क) .... पठामि। (वयम्/अहम्)

(ख) .... गच्छथः। (युवाम्/यूयम्)

(ग) एतत् .... पुस्तकम्। (माम्/मम)

(घ) .... क्रीडनकानि। (युष्मान्/युष्माकम्)

(ङ) .... छात्रे स्वः। (वयम्/आवाम्)

(च) एषा .... लेखनी। (तव/त्वाम्)

4. क्रियापदैः वाक्यानि पूरयत-

पठसि   धावामः   गच्छावः   क्रीडथः   लिखामि   पश्यथ

यथा अहं **पठामि**।

(क) त्वं ....

(ख) आवां ....

(ग) यूयं ....

(घ) अह ....

(ङ) युवा ....

(च) वय ....

5. उचितपदैः वाक्यनिर्माण कुरुत -

मम तव आवयोः युवयोः अस्माकम् युष्माकम्

यथा एषा **मम** पुस्तिका।

(क) एतत् .... गृहम्।

(ख) .... मैत्री दृढा।

(ग) एषः .... विद्यालयः।

(घ) एषा .... अध्यापिका।

(ङ) भारतम् .... देशः।

(च) एतानि .... पुस्तकानि।

6. एकवचनपदस्य बहुवचनपदं, बहुवचनपदस्य एकवचनपदं च लिखत-

यथा- एषः एते

(क) सः ....

(ख) ताः ....

(ग) एताः ....

(घ) त्वम् ....

(ङ) अस्माकम् ....

(च) तव ....

(छ) एतानि ....

7. **वार्तालापे रिक्तस्थानानि पूरयत-**

यथा- प्रियंवदा - शकुन्तले! त्वं किं करोषि?

शकुन्तला - प्रियंवदे! .... नृत्यामि, ... किं करोषि?

प्रियंवदा - शकुन्तले! .... गायामि। किं .... न गायसि?

शकुन्तला - प्रियंवदे! .... न गायामि। .... तु नृत्यामि।

प्रियंवदा - शकुन्तले! किं .... माता नृत्यति।

शकुन्तला - आम्, ... माता अपि नृत्यति।

प्रियंवदा - साधु, ... चलावः।

8. **उपयुक्तेन अर्थेन सह योजयत-**

शब्दः	अर्थः
सा	तुम दोनों का
तानि	तुम सब
अस्माकम्	मेरा
यूयम्	वह (स्त्रीलिङ्ग)
आवाम्	तुम्हारा
मम	वे (नपुंसकलिङ्ग)
युवयोः	हम दोनों
तव	हमारा

पञ्चमः पाठः

द्वितीया-विभक्तिः, लृट्लकारः च



अभिनवः - मणिके! प्रभात! युवां कुत्र गच्छथः?

मणिका - अभिनव! आवां जन्तुशालां गच्छावः।

अभिनवः - तत्र युवां किं किं द्रक्ष्यथः?

प्रभातः - तत्र आवाम् अनेकान् पशून् द्रक्ष्यावः।

मणिका - किं तत्र सिंहाः, भल्लूकाः, हरिणाः सन्ति?

अभिनवः - आम्, तत्र वानराः, गजाः, गण्डकाः, मकराः, व्याघ्राः अपि सन्ति। तत्र युवां शशकान्, शल्लकीं, नानाविधान् खगान् अपि द्रक्ष्यथः।

प्रभात: – अभिनव! किं जन्तुशालाया सर्पा: अपि भविष्यन्ति?

अभिनव: – प्रभात! तत्र नागा:, अजगरा:, कृष्णसर्पा:, अन्ये च विविधा: सर्पा: भविष्यन्ति।

अभिनव: – प्रभात! इदानीम् आवां जन्तुशालां गमिष्याव:।

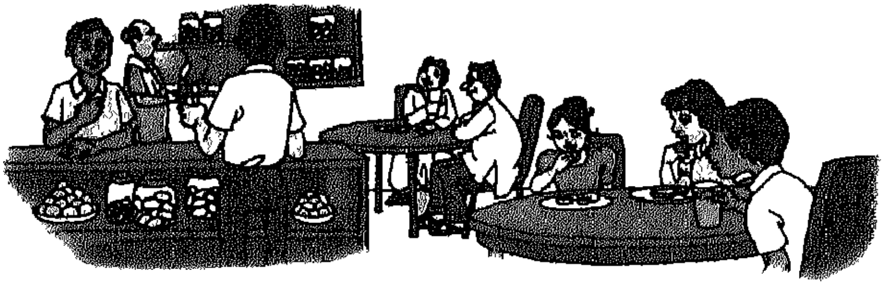
(उभौ जन्तुशाला प्रविशत:, विविधान् जन्तून्, खगान् च पश्यत:।)

मणिका – प्रभात! आवाम् इदानीं श्रान्तौ, अधुना विश्रामं करिष्याव:।

प्रभात: – मणिके! अत्र अल्पाहारगृहम् अपि भविष्यति। तत्र गच्छाव:।

(उभौ अल्पाहारगृहं गच्छत:)

मणिका – प्रभात! अत्र मिष्टान्नानि, शीतलपेयानि च सन्ति।



प्रभात: – शोभनम्, अधुना आवां मिष्टान्नानि खादिष्याव:, शीतलपेयानि च पास्याव:। तत: गृहं चलिष्याव:।

शब्दार्था:



द्रक्ष्यथ:	–	(तुम दोनों) देखोगे/देखोगी
सिंह:	–	शेर
भल्लूक:	–	भालू
हरिण:	–	हिरण

गजाः – (अनेक) हाथी
गण्डकाः – (अनेक) गेण्डा
मकराः – (अनेक) मगरमच्छ
व्याघ्राः – (अनेक) बाघ
शशकान् – खरगोशो को
शल्लकीम् – साही को
नानाविधान् खगान् – अनेक प्रकार के पक्षियो को
सर्पाः – (अनेक) साँप
नागाः – (अनेक) नाग
अजगराः – (अनेक) अजगर
कृष्णसर्पाः – (अनेक) काले साँप
प्रविशतः – (वे दोनो) प्रवेश करते है/करती हैं
श्रान्तौ – (दो) थके हुए
तत्र (अव्यय) – वहाँ
अधुना – अब
मिष्टान्नानि – मिठाइयाँ
शीतलपेयानि – शीतलपेय
ततः (अव्यय) – उसके बाद

अभ्यासः



1 उच्चारणं कुरुत

(क)	बालकम्	बालकौ	बालकान्
	रामम्	रामौ	रामान्
	छात्रा	छात्रे	छात्राः
	माला	माले	मालाः
	पुष्पम्	पुष्पे	पुष्पाणि
	व्यजनम्	व्यजने	व्यजनानि

(ख)	खादिष्यति	खादिष्यतः	खादिष्यन्ति
	लेखिष्यसि	लेखिष्यथः	लेखिष्यथ
	करिष्यामि	करिष्यावः	करिष्यामः
	नंस्यति	नंस्यतः	नंस्यन्ति
	पास्यसि	पास्यथः	पास्यथ
	गमिष्यामि	गमिष्यावः	गमिष्यामः

2. कोष्ठकेषु प्रदत्तशब्देषु उपयुक्तविभक्तिं योजयित्वा रिक्तस्थानानि पूरयत-

यथा अहं **रोटिकां** खादिष्यामि। (रोटिका)

(क) त्वं .... पिबसि। (दुग्ध)

(ख) छात्रः .... द्रक्ष्यति। (दूरदर्शन)

(ग) ताः .... लेखिष्यन्ति। (कथा)

(घ) वयं .... गायामः। (कविता)

(ङ) कृषकाः .... वपन्ति। (बीज)

(च) सा .... गमिष्यति। (पुस्तकालय)

3. चित्राणि आधृत्य वाक्यानि पूरयत-



जनाः .... नमन्ति।

देवालयं ....। प्रातः तु विद्यालयं

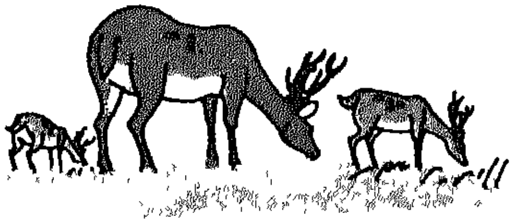
बालिके .... धारयतः।

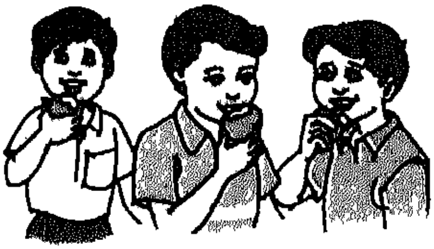




एषा .... अस्ति।

मृगाः .... चरन्ति।





बालकाः .... खादन्ति।

4. अधोलिखितान् शब्दान् आधृत्य मार्थकानि वाक्यानि रचयत-

अजाः	शिक्षिकां	नंस्यतः
वयं	लेखं	रचयामः
बालकौ	तृणं	पठिष्यावः
आवां	कथां	चरिष्यन्ति
त्वं	पुस्तकं	कथयिष्यसि
रामः	चित्रं	लेखिष्यति

यथा	अजाः	तृण	चरिष्यन्ति।
(क)	....	....	....
(ख)	....	....	....
(ग)	....	....	....
(घ)	....	....	....
(ङ)	....	....	....

5. वचनानुसारं रिक्तस्थानानि पूरयत-

	एकवचनम्	द्विवचनम्	बहुवचनम्
यथा-	कविताम्	कविते	कविताः
	....	पुस्तके	....
	....	....	मयूरान्
	कृषकम्	....	....
	....	....	तृणानि
	पदम्	....	....

6. उदाहरणानुसारं रिक्तस्थानानि पूरयत

	पुरुषः	एकवचनम्	द्विवचनम्	बहुवचनम्
यथा	प्रथमपुरुषः	पठिष्यति	पठिष्यतः	पठिष्यन्ति
	मध्यमपुरुषः	खादिष्यसि	....	....
	उत्तमपुरुषः	....	....	खादिष्यामः

प्रथमपुरुषः	....	लेखिष्यतः	....
मध्यमपुरुषः	....	....	नस्यथ
उत्तमपुरुषः	गमिष्यामि	....	. . ..

7 उदाहरणानुसारं वाक्यानि रचयत

	एकवचनम्	द्विवचनम्	बहुवचनम्
यथा	छात्रः कथा पठिष्यति।	छात्रौ कथे पठिष्यतः।	छात्राः कथाः पठिष्यन्ति।
(क)	त्व लेखं लेखिष्यसि।	..............................।	..............................।
(ख)	..............................।	बाले वस्त्रे धारयिष्यतः।	....।
(ग)	..............................।	..............................।	मालाकाराः मालाः रचयिष्यन्ति।
(घ)	अहं पुस्तक पठिष्यामि।	..............................।	....।
(ङ)	..............................।	... .।	बालकाः फलानि खादिष्यन्ति।

8. संवादे रिक्तस्थानानि पूरयत-

यथा- [illegible] - लते! किं त्व विद्यालय गमिष्यसि?

लता - रमे! अह .... न ....। अह तु देवालय ....।

[illegible] - लते! किं त्वं प्रतिदिनं देवालयं ....?

लता - आम्! अहं .... देवालयं ....। तत्र अहं प्रसाद ....। त्व कदा देवालय .... ?

[illegible] - अहं प्रतिदिनं सायं देवालयं ....। प्रातः तु विद्यालयं ....। तत्र पुस्तकानि ....।

अहं नमामि मातरम्
गुरुं नमामि सादरम् ॥1॥

स्वयं पठामि सर्वदा
प्रियं वदामि सर्वदा ॥2॥

हितं करोमि सर्वदा
शुभं करोमि सर्वदा ॥3॥

हरिं नमामि सादरम्
गुरुं नमामि सादरम् ॥4॥

चलामि नीति-सत्पथे
हरामि मातृभू-व्यथाम् ॥5॥

दधामि साधुताव्रतम्
सृजामि कीर्तिसत्कथाम् ॥6॥

प्रभुं जपामि सादरम्
अहं नमामि मातरम् ॥7॥

इच्छाराम द्विवेदी 'प्रणवः'

शब्दार्थाः



सावरम्	–	आदर के साथ
नीतिसत्पथे	–	नीति के सच्चे रास्ते पर
मातृभू-व्यथाम्	–	मातृभूमि की व्यथा को
साधुताव्रतम्	–	सज्जनता के व्रत को
हरामि	–	हरण करता हूँ/करती हूँ, दूर करता हूँ/करती हूँ
दधामि	–	धारण करता हूँ/करती हूँ
सृजामि	–	रचना करता हूँ/करती हूँ
कीर्तिसत्कथाम्	–	यश की सच्ची कहानी को

अभ्यासः



1. एतां कवितां सस्वर गायत।

2. कवितायाः निम्नलिखितासु पङ्क्तिषु रिक्तस्थानानि पूरयत-

(क) .... पठामि सर्वदा।

(ख) हितं .... सर्वदा।

(ग) चलामि नीति ....।

(घ) दधामि .... व्रतम्।

(ङ) प्रभुं .... सादरम्।

3. एकशब्देन उत्तर लिखत

(क) अह क नमामि?

(ख) अह प्रभुं कथं जपामि?

(ग) अहं किं हरामि?

(घ) अह किं व्रत दधामि?

(ङ) अहं किं सृजामि?

4. एतैः क्रियापदैः वाक्यानि रचयत

नमामि	चलामि
पठामि	जपामि
सृजामि	करोमि

5. स्वकल्पना कृत्वा वाक्यानि रचयंत–

यथा अह	चित्र	सृजामि।
(क) वयं	....	.... ।
(ख)	....	वदामि।
(ग) अहं	....	.... ।
(घ)	....	चलामः।
(ङ) त्वं	....	.... ।

6. प्रश्नानाम् उत्तराणि लिखत

(क) त्वं नित्यं कां नमसि?

(ख) त्वं स्वयं किं किं करोषि?

(ग) त्व कस्याः व्यथा हरिष्यसि?

(घ) त्व किं व्रत धारयसि?

(ङ) त्वं किं सृजसि?

7. मञ्जूषातः समुचितपदं गृहीत्वा वाक्य पूरयत

यूयम्   बालकौ   त्वम्   वयम्   बालिकाः

(क) .... पापं हरसि।

(ख) .... गृहाकार्य कुरुतः।

(ग) .... चित्राणि सृजथ।

(घ) .... राष्ट्रगीत गायामः।

(ङ) .... देवी नमन्ति।



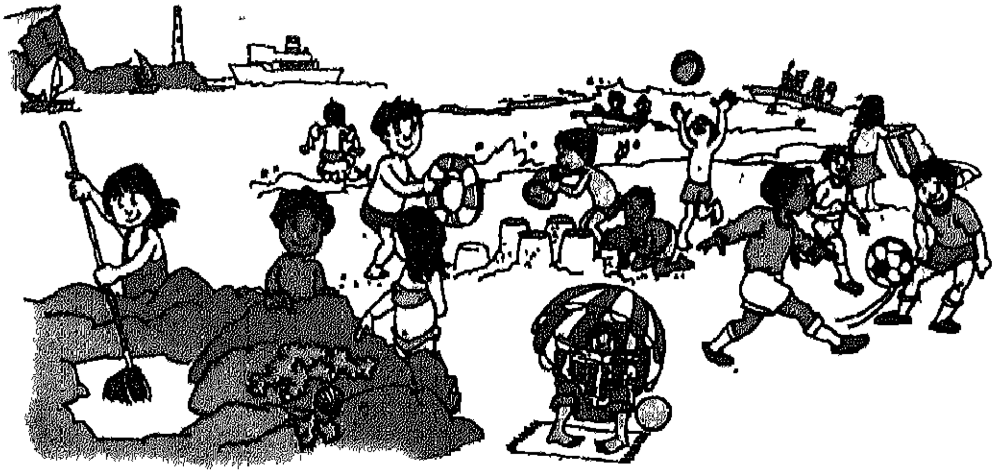
ध्यातव्यम्–

शिक्षकेन सस्वरगानाय प्रयासः करणीयः।

एकादशः पाठः

समुद्रतटः

तृतीया-चतुर्थी-विभक्तिः



एषः समुद्रतटः अस्ति। प्रणवः अत्र मित्रैः सह क्रीडति। सः बालुकाभिः गृहं रचयति। बालकाः कन्दुकेन क्रीडन्ति। ते पादेन कन्दुकं क्षिपन्ति। केचन तरङ्गैः सह क्रीडन्ति। अपरे तरङ्गैः साकं समुच्छलन्ति। अत्र अनेकाः नौकाः अपि सन्ति। धीवरैः सह पर्यटकाः नौकाभिः समुद्रविहारं कुर्वन्ति।

केचन जनाः प्रातः समुद्रं गच्छन्ति। तत्र साधवः मुनयः च स्नान्ति। भक्ताः देवालयं गच्छन्ति। तत्र ते देवेभ्यः देवीभ्यः च पुष्पाणि अर्पयन्ति प्रार्थयन्ति च-



नमो देवेभ्यः सर्वेभ्यः
पालकेभ्यो नमो नमः।
अखिलाभ्यः पवित्राभ्यः
देवीभ्यश्च नमो नमः॥

त: परं पूजकः सर्वेभ्यः प्रसादं यच्छति, उपदिशति च-

श्रोत्रं श्रुतेनैव न कुण्डलेन
दानेन पाणिर्न तु कङ्कणेन।
विभाति कायः करुणापराणां
परोपकारैर्न तु चन्दनेन॥



नाः द्विचक्रिकया, यानेन, पादाभ्यां वा स्व स्व गृहं प्रति गच्छन्ति।



शब्दार्थाः

बालुकाभिः	–	रेतो से
रचयति	–	बनाता है/बनाती है
पादेन	–	(एक) पैर से
क्षिपन्ति	–	फेंकते हैं/फेंकती हैं
केचन (अव्यय)	–	कुछ
तरङ्गैः	–	लहरों से
अपरे	–	दूसरे
साकम् (अव्यय)	–	साथ
समुच्छलन्ति	–	उछलते है/उछलती हैं
अनेकाः	–	बहुत सी
धीवरैः	–	मल्लाहो के साथ
पर्यटकाः	–	(अनेक) पर्यटक/सैलानी

स्नान्ति – नहाते है/नहाती है
अर्पयन्ति – चढ़ाते है/चढाती है
अखिलाभ्यः पवित्राभ्यः – समस्त पवित्र
देवीभ्यः – देवियो को
ततः परं – उसके बाद
पूजकः – पूजारी
यच्छति – देता है/देती है
उपदिशति – उपदेश देता है/देती है
श्रोत्रम् – कान
श्रुतेनैव (श्रुतेन+एव) – सुनने से ही/शास्त्रो को सुनने से
पाणिः – हाथ
कङ्कणेन – कंगन से
विभाति – शोभा पाता है/पाती है
कायः – शरीर
करुणापराणाम् – दया से भरे हुए का/भरी हुई की
परोपकारैः (पर+उपकारैः) – दूसरो के उपकारो से
द्विचक्रिकया – साइकिल से
पादाभ्याम् – दोनो पैरों से

अभ्यासः



1. मौखिकम् उच्चारण कुरुत-

(क)	देवाय	देवाभ्याम्	देवेभ्यः
	ईश्वराय	ईश्वराभ्याम्	ईश्वरेभ्यः
	बालाय	बालाभ्याम्	बालेभ्यः
	फलाय	फलाभ्याम्	फलेभ्यः

(ख)	नौकया	नौकाभ्याम्	नौकाभि:
	द्विचक्रिकया	द्विचक्रिकाभ्याम्	द्विचक्रिकाभि:
	चटकया	चटकाभ्याम्	चटकाभि:
	बालुकया	बालुकाभ्याम्	बालुकाभि:
(ग)	पादेन	पादाभ्याम्	पादै:
	कमलेन	कमलाभ्याम्	कमलै:
	देवेन	देवाभ्याम्	देवै:
	पुष्पेण	पुष्पाभ्याम्	पुष्पै:
(घ)	शिक्षिकायै	शिक्षिकाभ्याम्	शिक्षिकाभ्य:
	लतायै	लताभ्याम्	लताभ्य:
	मालायै	मालाभ्याम्	मालाभ्य:
	नौकायै	नौकाभ्याम्	नौकाभ्य:

2. यथायोग्य योजयत-

दीपक:	पोषणाय
क्रीडनकम्	दानाय
धनम्	प्रकाशाय
परोपकार:	खेलनाय
दुग्धम्	पुण्याय

3. चतुर्थी-विभक्तिप्रयोगेण वाक्यानि पूरयत-

यथा- परोपकार: **पुण्याय** भवति। (पुण्य)

(क) .... नम:। (शिक्षक)

(ख) सुरेश: .... पुस्तकं यच्छति। (मित्र)

(ग) सज्जनाः .... जीवन्ति। (परोपकार)

(घ) माता .... अन्नं ददाति। (भिक्षुक)

(ङ) परपीडनम् .... भवति। (पाप)

4. तृतीया-विभक्तिप्रयोगेण वाक्यानि पूरयत-

यथा पीयूषः **मित्रेण** सह गच्छति। (मित्र)

(क) बालिकाः .... सह पठन्ति। (बालक)

(ख) तडागः .... विभाति। (कमल)

(ग) अहमपि .... खेलामि। (कन्दुक)

(घ) अश्वाः .... सह धावन्ति। (अश्व)

(ङ) मृगाः .... सह चरन्ति। (मृग)

5. उत्तरेषु रिक्तस्थानानि पूरयत-

(क) बालकाः केन कन्दुकं क्षिपन्ति?

उत्तरम् बालकाः .... कन्दुकं क्षिपन्ति।

(ख) अपरे कैः साकं समुच्छलन्ति?

उत्तरम् अपरे .... साकं समुच्छलन्ति।

(ग) पर्यटकाः काभिः समुद्रविहारं कुर्वन्ति?

उत्तरम् पर्यटकाः .... समुद्रविहारं कुर्वन्ति।

(घ) कस्मै नमः?

उत्तरम् .... नमः।

(ङ) भक्ताः केभ्यः पुष्पाणि अर्पयन्ति?

उत्तरम् भक्ताः .... पुष्पाणि अर्पयन्ति।

(च) काभ्यः नमो नमः?

उत्तरम् .... नमो नमः।

6. **कोष्ठकात् उचितपदप्रयोगेण रिक्तस्थानानि पूरयत-**

(क) सीता .... सह वनं गच्छति। (रामः/रामेण)

(ख) धनिकः .... धनं ददाति। (निर्धनम्/निर्धनाय)

(ग) बालः .... सह विद्यालयं गच्छति (जनकेन/जनकाय)

(घ) अहं .... क्रीडाक्षेत्रं गच्छामि। (द्विचक्रिकायाः/द्विचक्रिकया)

(ङ) प्रधानाचार्यः .... पारितोषिकं ददाति। (छात्राणाम्/छात्रेभ्यः)

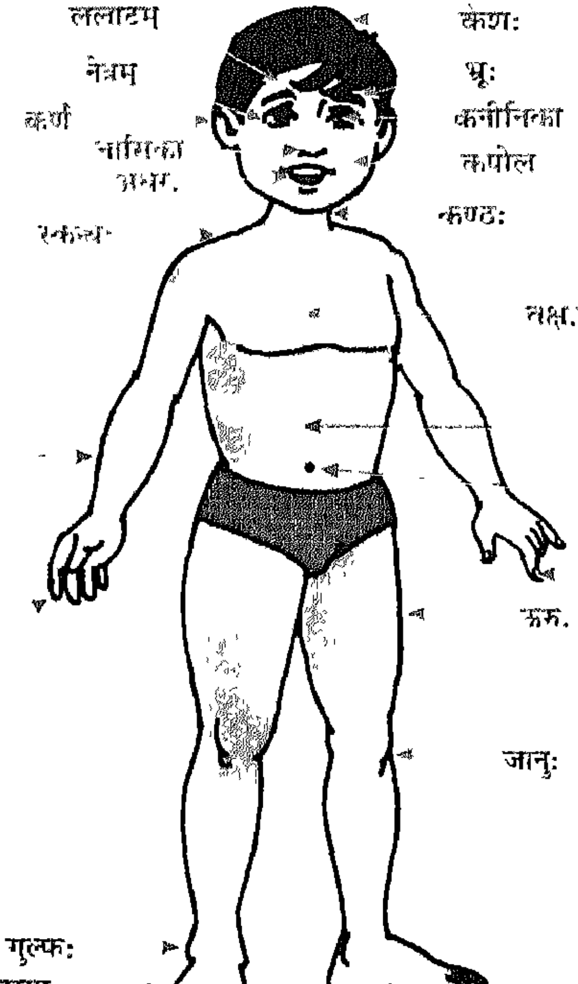
7. **निर्देशानुसारं परिवर्तयत-**

यथा-	देवेभ्यः	-	(स्त्रीलिङ्गे)	देवीभ्यः
	छात्रायै	-	(पुँल्लिङ्गे)	....
	तरङ्गेण	-	(बहुवचने)	....
	ईश्वरेभ्यः	-	(एकवचने)	....
	कन्दुकेन	-	(द्विवचने)	....
	नायकेभ्यः	-	(स्त्रीलिङ्गे)	....



ध्यातव्यम्

शरीराङ्गानां परिचयः

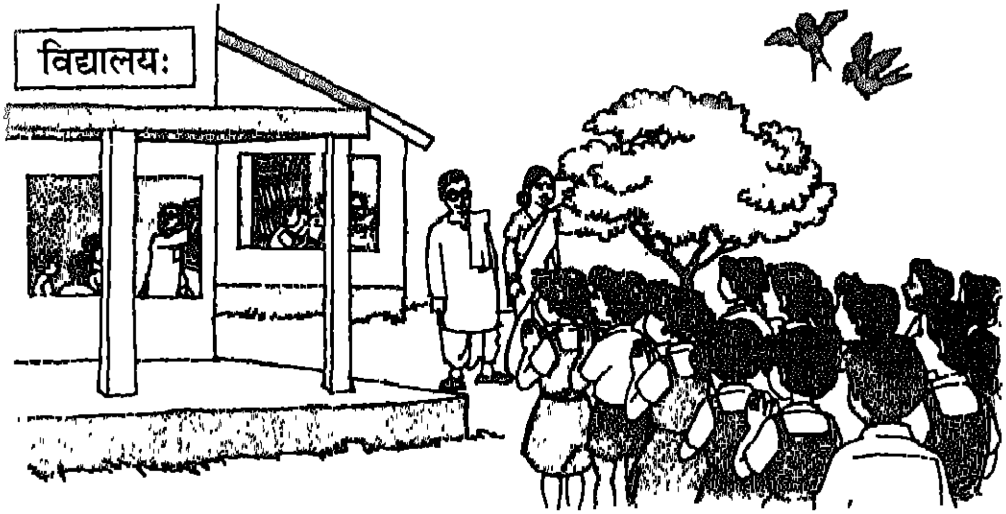


अष्टमः पाठः

अस्माकं विद्यालयः

पञ्चमी-षष्ठी-विभक्तिः

अस्माकं विद्यालयः ग्रामस्य समीपे अस्ति। प्रातः छात्राः मम ग्रामात् विद्यालयम् आगच्छन्ति। अन्येभ्यः ग्रामेभ्यः अपि छात्राः अत्र पठनाय समागच्छन्ति। विद्यालयस्य प्रार्थना-सभा अतीव मनोरमा अस्ति। प्रार्थनासभायाः अनन्तरं बालकाः बालिकाः च



स्व-स्व-कक्षां गच्छन्ति। ते शिक्षकेभ्यः विविधविषयान् पठन्ति। विद्यालयस्य पुस्तकालयात् छात्राः पुस्तकानि आनयन्ति। तत्र ते समाचारपत्राणि अपि पठन्ति। पुस्तकानाम् अध्ययनेन ज्ञानस्य विकासः भवति।

विद्यालयस्य पुरतः एकम् उद्यानम् अस्ति। उद्यानस्य शोभा अतीव रमणीया। अत्र पुष्पाणां बहवः प्रकाराः सन्ति। तेषाम् उपरि भ्रमराः गुञ्जन्ति। ते पुष्पाणां रसं पिबन्ति। तत्र खगानां कलकूजनम् अतिसुखदं भवति।



विद्यालयस्य क्रीडाक्षेत्रम् अतिविशालम् अस्ति। अत्र छात्राः न केवलं क्रीडाकालांशे अपि तु अवकाशात् परम् अपि क्रीडन्ति। क्रीडाशिक्षकात् ते क्रीडानिपुणताम् अधिगच्छन्ति। अस्माकं विद्यालये अध्ययनेन क्रीडनेन च छात्राणां शारीरिकः मानसिकः च विकासः भवति।

विद्यया विनयेन च सम्पन्नाः स्वस्थाः छात्राः एव समाजस्य देशस्य च सेवां कुर्वन्ति। उक्तञ्च-

विद्या ददाति विनयं विनयाद्याति पात्रताम्।
पात्रत्वाद् धनमाप्नोति धनाद् धर्मं ततः सुखम्॥

शब्दार्थाः



अन्येभ्यः ग्रामेभ्यः	–	दूसरे गाँवो से
समागच्छन्ति	–	आते हैं/आती है
अतीव	–	अत्यन्त
मनोरमा (स्त्री.)	–	सुन्दर
स्व-स्व-कक्षाम्	–	अपनी अपनी कक्षाओं को (में)

विविधविषयान्	-	तरह तरह के विषयों को
आनयन्ति	-	लाते हैं/लाती है
पुरतः (अव्यय)	-	सामने
रमणीया (स्त्री.)	-	सुन्दर
उपरि (अव्यय)	-	ऊपर
भ्रमराः	-	भौरे
गुञ्जन्ति	-	गूँजते है/गूँजती है
खगानाम्	-	चिड़ियों/का/के/की
कलकूजनम्	-	चहचहाना/मधुरध्वनि
सुखदम्	-	सुख देने वाला
अधिगच्छन्ति	-	प्राप्त करते है/प्राप्त करती हैं
सम्पन्नाः	-	युक्त
ददाति	-	देता है/देती है
पात्रत्वात्	-	योग्यता से
आप्नोति	-	प्राप्त करता है/प्राप्त करती है

अभ्यासः



1. उच्चारणं कुरुत-

मोदकात्	मोदकाभ्याम्	मोदकेभ्यः
मालायाः	मालाभ्याम्	मालाभ्यः
चित्रात्	चित्राभ्याम्	चित्रेभ्यः
शुकस्य	शुकयोः	शुकानाम्
लतायाः	लतयोः	लतानाम्
चित्रस्य	चित्रयोः	चित्राणाम्

2. रेखाङ्कितानि पदानि बहुवचने परिवर्तयत -

यथा - छात्राः <u>ग्रामात्</u> आगच्छन्ति।

छात्राः **ग्रामेभ्यः** आगच्छन्ति।

(क) जनाः <u>आपणात्</u> क्रीडनकानि क्रीणन्ति।

जनाः .... क्रीडनकानि क्रीणन्ति।

(ख) बालकाः <u>पुस्तकालयात्</u> पुस्तकानि आनयन्ति।

बालकाः .... पुस्तकानि आनयन्ति।

(ग) <u>पत्रिकायाः</u> चित्राणि पश्यत।

.... चित्राणि पश्यत।

(घ) <u>शाखायाः</u> पत्राणि आनय।

.... पत्राणि आनय।

(ङ) <u>लतायाः</u> पुष्पाणि चिनुत।

.... पुष्पाणि चिनुत।

(च) <u>वृक्षात्</u> पत्राणि पतन्ति।

.... पत्राणि पतन्ति।

3. रेखाङ्कितानि पदानि एकवचने परिवर्तयत-

यथा- वनानां दृश्यम्

वनस्य दृश्यम्

(क) उद्यानानां शोभा।

.... शोभा।

(ख) चित्राणां वर्णः।

.... वर्णः।

(ग) बालिकानाम् आभूषणम्।

.... आभूषणम्।

(घ) कोकिलानां स्वरः।

.... स्वरः।

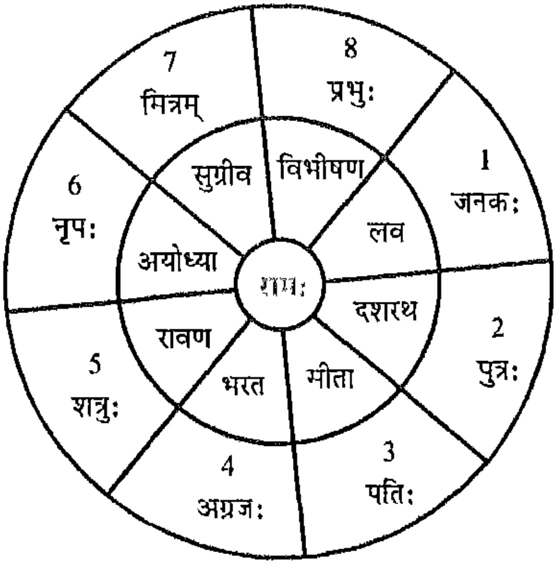
(ङ) सिंहानां निद्रा।

.... निद्रा।

(च) मेघानां गर्जनम्।

.... गर्जनम्।

4. अधोलिखितं चित्रं पश्यत। उदाहरणानुसारेण कोष्ठकगतैः शब्दैः वाक्यानि रचयत-



यथा- (1) रामः (लव) **लवस्य** जनकः।

(2) रामः (दशरथ) .... पुत्रः।

(3) रामः ....

(4) ....

(5) ....

(6) ....

(7) ....

(8) ....

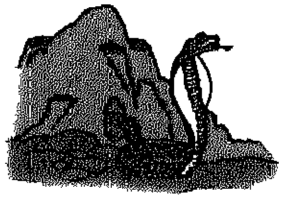
5. चित्राणि दृष्ट्वा कोष्ठकगतशब्देषु उचितां विभक्तिं प्रयुज्य वाक्यानि पूरयत-



मत्स्याः .... बहिः आगच्छन्ति। (तडाग)



नृपः .... पतति। (अश्व)



सर्पः .... निर्गच्छति। (बिल)



.... जलं पतति। (मेघ)



.... पत्राणि पतन्ति। (वृक्ष)

6. उपयुक्तशब्दं चित्वा रिक्तस्थानानि पूरयत-

(क) बालकाः .... गृहम् आगच्छन्ति। (विद्यालयात्/विद्यालयेन)

(ख) श्यामः .... दुग्धम् आनयति। (गृहेण/गृहात्)।

(ग) नदी .... प्रभवति। (पर्वतात्/पर्वतेन)।

(घ) माता .... जलम् आनयति। (कूपेन/कूपात्)।

(ङ) नरेशः .... वस्तूनि क्रीणाति (आपणेन/आपणात्)।

7. गोपालः किं किं वस्तु कुतः आनयति इति लिखत-

पुस्तकालयात् ग्रामात् मालाकारात् कोषात् आपणात्

(क) .... फलानि आनयति।

(ख) .... पुस्तकानि आनयति।

(ग) .... धनम् आनयति।

(घ) .... दुग्धम् आनयति।

(ङ) .... पुष्पाणि आनयति।



नवमः पाठः

उद्यानविहारः

सप्तमी-विभक्तिः, संख्यावाचिपदानि च



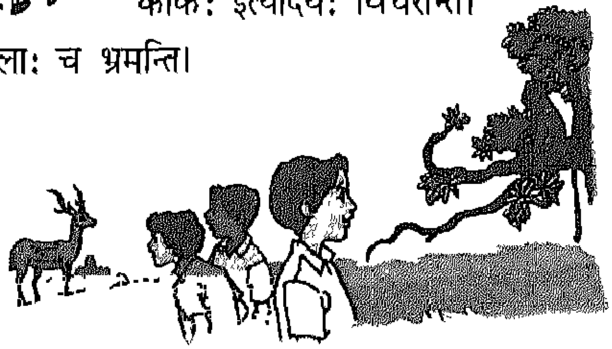
एतत् किम्?

एतत् मनोरमम् उद्यानम् अस्ति।

अस्मिन् उद्याने के के विचरन्ति?

अस्मिन् उद्याने मृगः, वानरः, मयूरः, काकः इत्यादयः विचरन्ति।

अत्र एव बालकाः, वृद्धाः, महिलाः च भ्रमन्ति।



एकः शिशुः वानरं पश्यति।

द्वौ बालकौ मृगं पश्यतः।

त्रयः वृद्धाः वृक्षे कोकिलस्य नीडम् अवलोकयन्ति।

चत्वारः मयूराः केकां कुर्वन्ति। चतस्रः महिलाः पिकस्य कूजनम् आकर्णयन्ति।



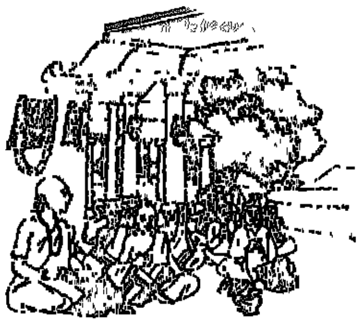
वृक्षेषु बहूनि फलानि सन्ति। तेषु एकस्मिन् वृक्षे चत्वारि फलानि पक्वानि सन्ति। काकः एकं पक्वं फलं खादति। एका बालिका उद्यानात् पुष्पाणि नयति। तत्रैव द्वे बालिके द्वे फले खादतः।

उद्याने एकः जलपूर्णः जलाशयः अपि अस्ति। अत्र त्रीणि कमलानि, तिस्रः कुमुदिन्यः च विकसितानि सन्ति। तत्र चत्वारः मृगाः

जलं पिबन्ति, पञ्च मीनाः जलस्य उपरि तरन्ति, षट् कच्छपाः जले इतस्ततः



भ्रमन्ति। सरोवरस्य तटे सप्त शिशवः खेलन्ति, अष्टौ जनाः धावन्ति, नव वानराः तत्र एव कूर्दन्ति।



जलाशयस्य समीपे एकः शिवालयः अस्ति। शिवालये द्वादश स्तम्भाः सन्ति। अत्र भित्तिकायां षोडश देवप्रतिमाः च निर्मिताः सन्ति। अस्य परिसरे अष्टादश अशोकवृक्षाः सन्ति। एकादश वटवः वेदपाठं कुर्वन्ति। विंशतिः भक्ताः शिवम् अर्चयन्ति।

शब्दार्थाः



मनोरमम्	–	सुन्दर
इत्यादयः (इति + आदयः)	–	इत्यादि
वृद्धाः	–	बूढ़े
महिलाः	–	महिलाएँ

नीडम्	–	घोंसले को
अवलोकयन्ति	–	देखते हैं/देखती हैं
केकाम्	–	मोर की आवाज
पिकस्य	–	कोयल का/के/की
कूजनम्	–	कूक
आकर्णयन्ति	–	सुनते हैं/सुनती हैं
पक्वानि	–	पके हुए
जलपूर्णः	–	पानी से भरा हुआ
कुमुदिन्यः	–	कुमुदनियाँ
मीनाः	–	मछलियाँ
उपरि (अव्यय)	–	ऊपर
इतस्ततः (अव्यय)	–	इधर-उधर
शिवालयः	–	शिवमन्दिर
स्तम्भाः	–	खम्भे
भित्तिकायाम्	–	दीवार पर
देवप्रतिमाः	–	देवताओं की मूर्त्तियाँ
वटवः	–	(अनेक) ब्रह्मचारी
अर्चयन्ति	–	पूजा करते हैं/करती हैं

अभ्यासः



1. उच्चारणं कुरुत-

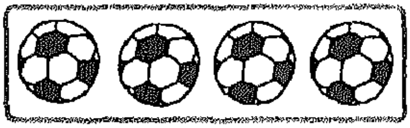
(क)	एकः	एका	एकम्
	द्वौ	द्वे	द्वे
	त्रयः	तिस्रः	त्रीणि
	चत्वारः	चतस्रः	चत्वारि

	पञ्च	षट्	सप्त
	अष्टौ (अष्ट)	नव	दश
	एकादश	द्वादश	त्रयोदश
	चतुर्दश	पञ्चदश	षोडश
	सप्तदश	अष्टादश	एकोनविंशतिः (नवदश)
	विंशतिः		
(ख)	शिष्ये	शिष्ययोः	शिष्येषु
	जने	जनयोः	जनेषु
	पत्रे	पत्रयोः	पत्रेषु
	पुष्पे	पुष्पयोः	पुष्पेषु
	प्रभायाम्	प्रभयोः	प्रभासु
	विद्यायाम्	विद्ययोः	विद्यासु

2. उदाहरणानुसारं रिक्तस्थानानि पूरयत-

यथा-	छात्रे	छात्रयोः	छात्रेषु
	नरे	....	....
	....	....	कमलेषु
	....	वृक्षयोः	....
	पत्रे	....	....
	....	....	नौकासु
	....	वीणयोः	....

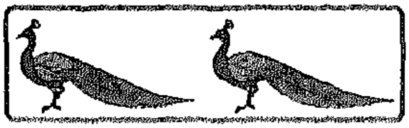
3. चित्राणि दृष्ट्वा संख्यां लिखत-



.... कन्दुकानि।



.... चटकाः।



.... मयूरौ।



.... पुस्तकम्।



.... छात्रे।

4. अधोलिखितानां संख्याशब्दानां संस्कृतपदानि लिखत-

यथा - नौ	नव
आठ	....
ग्यारह	....
उन्नीस	....
पाँच	....
अठारह	....
तेरह	....

5. **अधोलिखिताः संख्याः आरोहक्रमेण लिखत-**

षोडश	अष्ट	एकादश	विंशतिः
सप्तदश	द्वादश	अष्टादश	नव

6. **मञ्जूषातः पदानि चित्वा रिक्तस्थानानि पूरयत-**

पुष्पेषु गङ्गायाम् विद्यालये वृक्षयोः उद्यानेषु बालिकयोः

(क) वयं .... पठामः।

(ख) जनाः .... भ्रमन्ति।

(ग) .... नौकाः सन्ति।

(घ) .... भ्रमराः गुञ्जन्ति।

(ङ) .... नृत्यं रमणीयम् अस्ति।

(च) .... फलानि पक्वानि सन्ति।

7. **कोष्ठकेषु दत्तेषु शब्देषु उचितां विभक्तिं प्रयुज्य वाक्यानि पूरयत-**

यथा सरोवरे मीनाः सन्ति। (सरोवर)

(क) .... कच्छपाः भ्रमन्ति। (तडाग)

(ख) .... सैनिकाः सन्ति। (शिविर)

(ग) यानानि .... धावन्ति। (राजमार्ग)

(घ) .... रत्नानि सन्ति। (धरा)

(ङ) छात्राः .... प्रयोगं कुर्वन्ति। (प्रयोगशाला)

दशमः पाठः
नीतिश्लोकाः

विभक्तिपुनरावृत्तिः

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः।
नहि सुप्तस्य सिंहस्य प्रविशन्ति मुखे मृगाः ॥1॥

प्रियवाक्यप्रदानेन सर्वे तुष्यन्ति जन्तवः।
तस्मात् प्रियं हि वक्तव्यं वचने का दरिद्रता ॥2॥

नमन्ति फलिनो वृक्षाः नमन्ति गुणिनो जनाः।
शुष्कवृक्षाश्च मूर्खाश्च न नमन्ति कदाचन ॥3॥

अभिवादनशीलस्य नित्यं वृद्धोपसेविनः।
चत्वारि तस्य वर्धन्ते आयुर्विद्या यशो बलम् ॥4॥

काव्यशास्त्रविनोदेन कालो गच्छति धीमताम्।
व्यसनेन च मूर्खाणां निद्रया कलहेन वा ॥5॥

शब्दार्थाः



उद्यमेन	-	परिश्रम से
सिध्यन्ति		पूरे होते है/होती है
मनोरथैः		इच्छाओं से

सुप्तस्य - सोये हुए का/के/की
प्रविशन्ति - प्रवेश करते है/करती है
मृगाः - अनेक पशु
प्रियवाक्यप्रदानेन - मधुर वाक्य बोलने से
तुष्यन्ति - संतुष्ट होते है/होती है
वक्तव्यम् - बोलना चाहिए
फलिनः - फलवाले
गुणिनः - गुणवाले
शुष्कवृक्षाश्च - और सूखे पेड़
कदाचन - कभी भी
अभिवादनशीलस्य - प्रणाम करने के स्वभाव वाले का/के/की
वृद्धोपसेविनः - बड़ों की सेवा करने वालों का/के/की
वर्धन्ते - बढ़ते हैं/बढ़ती हैं
यशः - कीर्त्ति
काव्यशास्त्रविनोदेन - काव्यशास्त्र के द्वारा मनोरञ्जन से
धीमताम् - बुद्धिमानों का/के/की
कलहेन - झगड़े से

अभ्यासः



1. प्रथमं चतुर्थं पञ्चमं श्लोकञ्च सस्वरं गायत।
2. श्लोकेषु रिक्तस्थानानि पूरयत-

(क) नमन्ति .... वृक्षाः, नमन्ति .... जनाः।

.... मूर्खाश्च न नमन्ति ....॥

(ख) काव्यशास्त्रविनोदेन .... गच्छति ....।

.... मूर्खाणां निद्रया .... वा ।।

3. श्लोकांशान् योजयत-

क	ख
उद्यमेन हि सिध्यन्ति	सर्वे तुष्यन्ति जन्तवः।
प्रियवाक्यप्रदानेन	वचने का दरिद्रता।
चत्वारि तस्य वर्धन्ते	प्रविशन्ति मुखे मृगाः।
तस्मात् प्रियं हि वक्तव्यं	कार्याणि न मनोरथैः।
नहि सुप्तस्य सिंहस्य	आयुर्विद्या यशो बलम्।

4. उपयुक्तकथनानां समक्षम् 'आम्' अनुपयुक्तकथनानां समक्षं 'न' इति लिखत-

यथा- उद्यमेन कार्याणि सिध्यन्ति। [आम्]

फलिनो वृक्षाः न नमन्ति। [न]

(क) प्रियवाक्यप्रदानेन सर्वे न तुष्यन्ति। [ ]

(ख) धीमतां कालः काव्यशास्त्रविनोदेन गच्छति। [ ]

(ग) अभिवादनशीलस्य आयुर्विद्या यशो बलं न वर्धन्ते। [ ]

(घ) गुणिनो जनाः नमन्ति। [ ]

(ङ) मनोरथैः कार्याणि न सिध्यन्ति। [ ]

5. अधोलिखितानां पदानां विभक्ति वचनञ्च लिखत-

यथा- उद्यमेन	तृतीया	एकवचनम्
सिहस्य	....	....
मृगाः	....	....
विद्या	....	....
मूर्खाणाम्	....	....
निद्रया	....	....

6. प्रश्नानाम् उत्तराणि लिखत-

(क) कार्याणि केन सिध्यन्ति?

(ख) सर्वे जन्तवः केन तुष्यन्ति?

(ग) कस्य मुखे मृगाः नहि प्रविशन्ति?

(घ) के के नमन्ति?

(ङ) चत्वारि कस्य वर्धन्ते?

(च) धीमतां कालः कथं गच्छति?

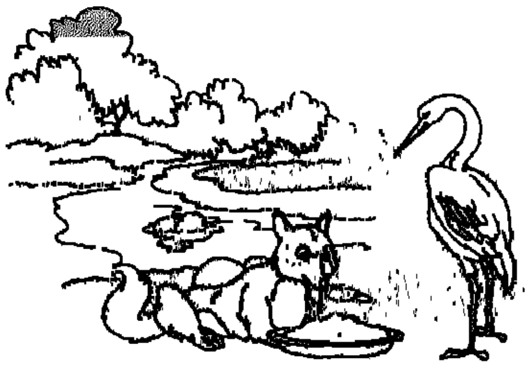
एकादशः पाठः
बकस्य प्रतीकारः

अव्ययप्रयोगः



एकस्मिन् वने शृगालः बकः च निवसतः स्म। तयोः मित्रता आसीत्। एकदा प्रातः शृगालः बकम् अवदत्- "मित्र! श्वः त्वं मया सह भोजनं कुरु।" शृगालस्य निमन्त्रणेन बकः प्रसन्नः अभवत्।

अग्रिमे दिने सः भोजनाय शृगालस्य निवासं गच्छति। कुटिलस्वभावः शृगालः स्थाल्यां बकाय क्षीरोदनं यच्छति। बकं वदति च-"मित्र! अस्मिन् पात्रे आवाम् अधुना सहैव खादावः।" भोजनकाले बकस्य चञ्चुः स्थालीतः भोजनग्रहणे समर्था न भवति। अतः बकः केवलं क्षीरोदनं पश्यति। शृगालः तु सर्वं क्षीरोदनम् अभक्षयत्।



शृगालेन वञ्चितः बकः अचिन्तयत्-"यथा अनेन मया सह व्यवहारः कृतः तथा अहम् अपि तेन सह व्यवहरिष्यामि"। एवं चिन्तयित्वा सः शृगालम् अवदत्-"मित्र! त्वम् अपि श्वः सायं मया सह भोजनं करिष्यसि"। बकस्य निमन्त्रणेन शृगालः

प्रसन्नः अभवत्। यदा शृगालः सायं बकस्य निवासं भोजनाय गच्छति, तदा बकः सङ्कीर्णमुखे कलशे क्षीरोदनं यच्छति, शृगालं च वदति-"मित्र! आवाम् अस्मिन् पात्रे सहैव भोजनं कुर्वः"। बकः कलशात् चञ्च्वा क्षीरोदनं खादति। परन्तु शृगालस्य मुखं कलशे न प्रविशति। अतः बकः सर्वं क्षीरोदनं खादति। शृगालः च केवलम् ईर्ष्यया पश्यति।



शृगालः बकं प्रति यादृशं व्यवहारम् अकरोत् बकः अपि शृगालं प्रति तादृशं व्यवहारं कृत्वा प्रतीकारम् अकरोत्।

उक्तमपि-

आत्मदुर्व्यवहारस्य फलं भवति दुःखदम्।
तस्मात् सद्व्यवहर्तव्यं मानवेन सुखैषिणा॥

शब्दार्थाः



शृगालः	-	सियार
बकः	-	बगुला
आसीत्	-	था/थी
एकदा (अव्यय)	-	एक बार
अवदत्	-	बोला
श्वः	-	(आने वाला) कल
कुरु	-	करो
स्थाल्याम्	-	थाली में

क्षीरोदनम् खीर
यच्छति - देता है/देती है
सङ्कीर्णमुखे - सकुचित मुख वाले/तग मुख वाले में
सहैव (सह+एव) - साथ ही
चञ्चुः - चोच
स्थालीतः - थाली से
पश्यति - देखता है/देखती है
अभक्षयत् खाया/खायी
चिन्तयित्वा सोचकर
प्रतीकारम् - बदला
सद्व्यवहर्तव्यम् - अच्छा व्यवहार करना चाहिए
सुखैषिणा चाहने वाले के द्वारा



अभ्यासः

1. **उच्चारणं कुरुत -**

यत्र	यदा	अपि	अहर्निशम्
तत्र	तदा	अद्य	अधुना
कुत्र	कदा	श्वः	एव
अत्र	एकदा	ह्यः	कुतः
अन्यत्र	च	प्रातः	सायम्

2. **मञ्जूषातः उचितम् अव्ययपदं चित्वा रिक्तस्थानं पूरयत-**

अद्य अपि प्रातः कदा सर्वदा अधुना

(क) .... भ्रमणं स्वास्थ्याय भवति।

(ख) .... सत्यं वद।

(ग) त्व .... मातुलगृह गमिष्यसि?

(घ) दिनेशः विद्यालयं गच्छति, अहम् .. .. तेन सह गच्छामि।

(ङ) .... विज्ञानस्य युगः अस्ति।

(च) .... रविवासरः अस्ति।

3. अधोलिखितानां प्रश्नानाम् उत्तर लिखत-

(क) शृगालस्य मित्र कः आसीत्?

(ख) स्थालीतः कः भोजनं न अखादत्?

(ग) बकः शृगालाय भोजने किम् अयच्छत्?

(घ) शृगालस्य स्वभावः कीदृशः भवति?

4. पाठात् पदानि चित्वा अधोलिखितानां विलोमपदानि लिखत-

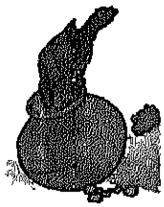
यथा - शत्रुः	मित्रम्
(क) सुखदम्	....
(ख) दुर्व्यवहारः	....
(ग) शत्रुता	....
(घ) सायम्	....
(ङ) अप्रसन्नः	....
(च) असमर्थः	....

5. मञ्जूषातः समुचितपदानि चित्वा कथां पूरयत-

मनोरथैः	पिपासितः	उपायम्	स्वल्पम्	पाषाणस्य	कार्याणि
उपरि	सन्तुष्टः	पातुम्	इतस्ततः	कुत्रापि	



एकदा एकः काकः .... आसीत्। सः जल पातुम् .... अभ्रमत्। पर .... जल न प्राप्नोत्। अन्ते सः एकं घटम् अपश्यत्। घटे .... जलम् आसीत्। अतः सः जलम् .... असमर्थः अभवत्। सः एकम् .... अचिन्तयत्। सः .... खण्डानि घटे अक्षिपत्।





एवं क्रमेण घटस्य जलम् .... आगच्छत्। काकः जलं पीत्वा .... अभवत्। परिश्रमेण एव .... सिध्यन्ति न तु ....।

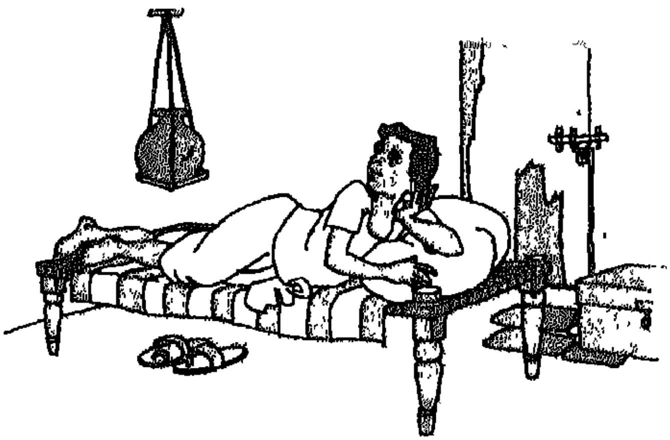
6. तत्समशब्दान् लिखत-

यथा	सियार	शृगालः
	कौआ	....
	मक्खी	....
	बन्दर	....
	बगुला	....
	चोंच	....
	नाक	....

द्वादशः पाठः

सोमशर्मपितुः कथा

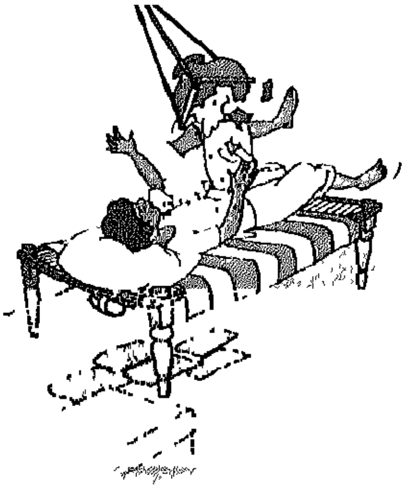
एकस्मिन् ग्रामे कश्चित् निर्धनः युवकः आसीत्। तस्य नाम धनपालः आसीत्। सः प्रतिदिनं भिक्षायै ग्रामं ग्रामं प्रति भ्रमति स्म। भिक्षायां प्राप्तैः सक्तुभिः तस्य घटः पूर्णः अभवत्। सः घटं नागदन्ते अवलम्ब्य तस्य नीचैः खट्वायां शयनं करोति स्म, शयनकाले च निरन्तरम् एकदृष्ट्या घटं पश्यति स्म।



सः एकदा रात्रौ एवम् अचिन्तयत्- मम अयं घटः सक्तुभिः पूर्णः अस्ति। यदा दुर्भिक्षं भविष्यति तदा सक्तु-विक्रयेण प्रचुरं धनं प्राप्स्यामि। ततः तेन धनेन अहम् अजाद्वयस्य क्रयं करिष्यामि। अजाद्वयस्य शिशुभिः अजानां समूहः मम समीपे भविष्यति। अजानां विक्रयेण गवां, महिषीणाम्, अश्वानां च क्रयं करिष्यामि, तासां शिशुभिः बहवः पशवः भविष्यन्ति। तेषां विक्रयेण मम पार्श्वे बहूनि धनानि आगमिष्यन्ति, धनेन विशालस्य भवनस्य निर्माणं कारयिष्यामि। तदा मां धनिकं मत्वा कोऽपि रूपवतीं कन्यां मह्यं प्रदास्यति। ततः मम पुत्रः भविष्यति। तस्य नाम सोमशर्मा इति करिष्यामि। कदाचित् क्रीडन् सः पुत्रः मम समीपम् आगमिष्यति। तदा कु पितः अहं स्वपत्नीं वदिष्यामि- "गृहाण एन बालकम्।" सा गृहकार्ये संलग्ना मम वचनं यदा न श्रोष्यति तदा अहं पत्न्याः उपरि पादेन प्रहरिष्यामि

एव स्वप्नेन प्रेरितः सः पादप्रहारम् अकरोत्। तेन सक्तुपूरितः घटः भूमौ पतितः भग्नः च अभवत्। भग्नेन घटेन सह एव तस्य मनोरथाः अपि भग्नाः अभवन्। अतः उक्तम्–

उद्यमेन हि सिध्यन्ति
कार्याणि न मनोरथैः इति।







सक्तुभिः	–	(बहुत) सत्तु से
नागवन्ते	–	खूँटी पर
अवलम्ब्य	–	टाँगकर
खट्वायाम्	–	खाट पर
एकदृष्ट्या	–	एकटक
दुर्भिक्षम्	–	अकाल
प्रचुरम्	–	ढेर सारा
प्राप्स्यामि	–	प्राप्त करूँगा/प्राप्त करूँगी
अजाद्वयस्य	–	दो बकरियों का
क्रयः	–	खरीद
शिशुभिः	–	बच्चो से
विक्रयेण	–	बेचने से
गवाम्	–	गायों का/के/की

महिषीणाम्		भैंसो का/के/की
अश्वानाम्	-	घोड़ो का/के/की
पार्श्वे	-	पास मे
मत्वा	-	मानकर
मह्यम्	-	मुझे
प्रदास्यति	-	देगा/देगी
गृहाण	-	ग्रहण करो
कदाचित्	-	कभी
क्रीडन्	-	खेलता हुआ
कुपितः	-	क्रोधित
संलग्ना	-	लगी हुई
श्रोष्यति	-	सुनेगी/सुनेगा
उपरि (अव्यय)	-	ऊपर
भग्नः	-	टूट गया
कारयिष्यामि	-	कराऊँगा/कराऊँगी

अभ्यासः



1. **कर्तृपदैः रिक्तस्थानानि पूरयत -**

   यथा **बालकौ** कन्दुक क्रीडतः।

   (क) .... पादप्रहारं करोति।

   (ख) .... कन्दुकेन क्रीडामः।

   (ग) .... सत्य वदिष्यामि।

   (घ) .... तत्र किं किं करोषि?

(ङ) .... कदा गृहम् आगमिष्यथ?

(च) .... भोजन पचन्ति।

2. **अधोलिखितानां शब्दानां विलोमपदानि पाठम् आधृत्य लिखत-**

यथा दूरे – समीपे

क्रयेण – ....

उच्चैः – ....

दिने – ....

अपूर्णः – ....

आकाशे – ....

तदा – ....

धनिकः – ....

3. **निर्देशानुसारं लकारपरिवर्तनं कुरुत-**

यथा प्रणवः उद्याने **भ्रमति**। (लृट्लकारे) प्रणवः उद्याने **भ्रमिष्यति**।

(क) सः लेखं लिखति। (लृट्लकारे) ....

(ख) अह कथां चिन्तयिष्यामि। (लट्लकारे) ....

(ग) ते गृहे तिष्ठन्ति। (लृट्लकारे) ....

(घ) वृक्षात् पत्राणि पतन्ति। (लृट्लकारे) ....

(ङ) त्व चित्र द्रक्ष्यसि। (लट्लकारे) ....

(च) वयं दुग्धं पास्यामः। (लट्लकारे) ....

(छ) तत्र किम् अस्ति। (लृट्लकारे) ....

4. **लिङ्गपरिवर्तनं कुरुत-**

यथा-	अश्व:	**अश्वा**
	अज:	....
	....	बालिका
	....	छात्रा
	मूषक:	....
	....	चटका
	लेखक:	....
	नायक:	....

5. **प्रश्नानाम् उत्तराणि लिखत-**

(क) युवक: कीदृश: आसीत्?
(ख) युवक: घटं कुत्र अवलम्ब्य शयनं करोति स्म?
(ग) घट: कुत्र पतित:?
(घ) कार्याणि केन सिध्यन्ति?
(ङ) स्वप्नेन प्रेरित: युवक: किम् अकरोत्?

6. **अधोलिखितानि वाक्यानि घटनाक्रमानुसारं लिखत-**

(क) युवक: धनपाल: प्रतिदिनं ग्रामं ग्रामं भ्रमति स्म।
(ख) कार्याणि उद्यमेन सिध्यन्ति।
(ग) एकस्मिन् ग्रामे एक: युवक: आसीत्।
(घ) स: अचिन्तयत्- मां धनिक मत्वा कोऽपि रूपवतीं कन्या मह्यं प्रदास्यति।
(ङ) सक्तुपूरित: घट: भूमौ पतित:।
(च) स्वप्नेन प्रेरित: स: पादप्रहारम् अकरोत्।

त्रयोदशः पाठः

सुभाषितानि

पुस्तकस्था तु या विद्या परहस्तगतं धनम्।
कार्यकाले समुत्पन्ने न सा विद्या न तद्धनम् ॥1॥

हस्तस्य भूषणं दानं सत्यं कण्ठस्य भूषणम्।
श्रोत्रस्य भूषणं शास्त्रं भूषणैः किं प्रयोजनम् ॥2॥

न कश्चित् कस्यचिन्मित्रं न कश्चित् कस्यचिद् रिपुः।
व्यवहारेण मित्राणि जायन्ते रिपवस्तथा ॥3॥

विद्वत्त्वं च नृपत्वं च नैव तुल्यं कदाचन।
स्वदेशे पूज्यते राजा विद्वान् सर्वत्र पूज्यते॥4॥

सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामयाः।
सर्वे भद्राणि पश्यन्तु मा कश्चिद् दुःखभाग्भवेत् ॥5॥

शब्दार्थाः



पुस्तकस्था	–	पुस्तक में विद्यमान
परहस्तगतम्	–	दूसरो के हाथ में गया हुआ
कार्यकाले समुत्पन्ने	–	समय आने पर
श्रोत्रस्य	–	कान का/के/की
किं प्रयोजनम्	–	क्या मतलब/प्रयोजन
कश्चित्	–	कोई
कस्यचित्	–	किसी का
रिपुः	–	शत्रु
व्यवहारेण	–	व्यवहार के द्वारा/से
जायन्ते	–	होते हैं/होती है/बनते हैं/बनती है
तुल्यम्	–	समान
सर्वत्र	–	सब जगह
पूज्यते	–	आदर का पात्र होता है/होती है/पूजा जाता है/जाती है
भवन्तु (भू, लोट्)	–	बनें
सन्तु (अस्, लोट्)	–	हों
निरामयाः	–	नीरोग
भद्राणि	–	कल्याण को/कल्याण
पश्यन्तु (दृश्, लोट्)	–	देखे
मा कश्चित्	–	न कोई
दुःखभाक्	–	दुःख का भागी
भवेत्	–	हों

अभ्यासः



1. **पाठे दत्तानां श्लोकानां वाचनं कुरुत-**

2. **श्लोकांशान् यथोचितं योजयत-**

क	ख
परहस्तगतं धनम्	कस्यचिद् रिपुः
श्रोत्रस्य भूषणम्	नैव तुल्यं कदाचन
न कश्चित्	शास्त्रम्
विद्वत्त्वं च नृपत्वं च	दुःखभाग् भवेत्
मा कश्चित्	न तद् धनं भवति

3. **श्लोकांशेषु रिक्तस्थानानि पूरयत-**

(क) कार्यकाले समुत्पन्ने ....।

(ख) .... सत्यं कण्ठस्य भूषणम्।

(ग) व्यवहारेण मित्राणि ....।

(घ) .... विद्वान् सर्वत्र पूज्यते।

(ङ) सर्वे भवन्तु सुखिनः ....।

4. **शुद्धकथनानां समक्षम् 'आम्', अशुद्धकथनानां समक्षं 'न' इति लिखत-**

(क) पुस्तकस्था विद्या कार्यकाले विद्या भवति। ☐

(ख) हस्तस्य भूषण दानम्। ☐

(ग) राजा सर्वत्र पूज्यते। [ ]

(घ) विद्वत्त्वं च नृपत्वं च तुल्यं भवति। [ ]

(ङ) सर्वे भद्राणि मा पश्यन्तु। [ ]

5. प्रश्नानाम् उत्तराणि लिखत-

(क) पुस्तकस्था विद्या कदा विद्या न भवति?

(ख) कण्ठस्य भूषणं किं भवति?

(ग) मित्राणि केन जायन्ते?

(घ) कः सर्वत्र पूज्यते?

(ङ) सर्वे कानि पश्यन्तु?

6. विलोमशब्दान् योजयत-

विद्या	रिपुः
सत्यम्	विदेशः
मित्रम्	असत्यम्
स्वदेशः	दुःखिनः
सुखिनः	अविद्या

चतुर्दशः पाठः

यमुना विषरहिता जाता



एकदा षड्वर्षीयः श्रीकृष्णः वृन्दावने यमुनातटम् अगच्छत्। गोपाः अपि तेन सह अगच्छन्। गोपाः पिपासया आकुलाः अभवन्। ते यमुनाजलम् अपिबन्। जलं पीत्वा ते मूर्च्छिताः अभवन्। श्रीकृष्णः तान् मूर्च्छितान् दृष्ट्वा व्याकुलः अभवत्। वस्तुतः यमुनाजले कालियनागस्य कुण्डम् आसीत्। तेन यमुनाजलं विषज्वालाभिः विषाक्तं जातम्। अनेके खगाः पशवः च तत् जलं पीत्वा मृत्युं प्राप्ताः। वायुः अपि तेन विषयुक्तः अभवत्। तेन वायुना वृक्षाः शुष्काः जाताः।

यदा श्रीकृष्णः एतत् सर्वम् अपश्यत् सः एकं वृक्षम् आरोहत्। तस्मात् वृक्षात् सः विषयुक्ते जले अकूर्दत्। कालियनागस्य एकाधिकशतं फणाः आसन्। सः तान् प्रसार्य कृष्णं प्रहर्तुम् ऐच्छत्। श्रीकृष्णः तस्य फणान् आरुह्य अनृत्यत्। कालियनागस्य फणाः शनैः शनैः छिन्नाः भिन्नाः अभवन्। मुखात् रक्तं प्रावहत्।

सः हस्तौ संयोज्य अवदत्- "भगवन्! वयं नागाः जन्मतः एव विषयुक्ताः। अयं न मम अपराधः। भवान् एव सर्वप्राणिनां प्रभुः। अनुग्रहं करोतु निग्रहं वा" इति। एवं प्रार्थितः श्रीकृष्णः अनुग्रहं कुर्वन् अवदत् "रे दुष्ट! किं न जानासि त्वं यत् तव कारणात् सर्वं जलं विषयुक्तं भवति। इतः कुत्रापि अन्यत्र गच्छ" इति। सर्पः ततः पलायितः। एवं च यमुना विषरहिता जाता।

शब्दार्थाः



षड्वर्षीयः	–	छः वर्ष की आयु वाला
तटम्	–	किनारा
गोपाः	–	ग्वाले/ग्वालबाल
पिपासया	–	प्यास से
कुण्डम्	–	कुण्ड
विषज्वालाभिः	–	विष की ज्वाला से
विषाक्तम्	–	जहर से मिला हुआ
शुष्काः जाताः	–	सूख गए
यदा (अव्यय)	–	जब
आरोहत्	–	चढ़ गया/गई
न्यपतत्	–	कूद गया/गई/नीचे गिर गया/गई
एकाधिकशतम्	–	एक सौ एक
प्रसार्य	–	फैलाकर
प्रहर्तुम्	–	प्रहार करने के लिए
ऐच्छत्	–	इच्छा की
आरुह्य	–	चढ़कर
अनृत्यत्	–	नाचने लगा/नाचा/नाचने लगी/नाची

शनैः शनैः (अव्यय)	–	धीरे धीरे
छिन्नाः भिन्नाः	–	टुकड़े टुकड़े
रक्तम्	–	खून
प्रावहत्	–	बहने लगा/लगी
जन्मतः	–	जन्म से
अनुग्रहः	–	कृपा
निग्रहः	–	दण्ड/बन्धन
कुर्वन्	–	करता हुआ
प्रार्थितः	–	प्रार्थना करने पर
इतः (अव्यय)	–	यहाँ से
ततः (अव्यय)	–	वहाँ से
पलायितः	–	भाग गया

अभ्यासः



1. उदाहरणम् अनुसृत्य रिक्तस्थानानि पूरयत–

	पुरुषः	एकवचनम्	द्विवचनम्	बहुवचनम्
यथा	प्रथमपुरुषः	अगच्छत्	अगच्छताम्	अगच्छन्
	मध्यमपुरुषः	....	अपठतम्	....
	उत्तमपुरुषः	....	....	अखादाम
	प्रथमपुरुषः	....	अहसताम्	....
	मध्यमपुरुषः	....	....	अरक्षत
	उत्तमपुरुषः	अनमम्	....	....

2. प्रश्नानाम् उत्तराणि लिखत

(क) गोपाः केन सह अगच्छन्?

(ख) एकदा श्रीकृष्णः कुत्र अगच्छत्?

(ग) श्रीकृष्णः किमर्थं व्याकुलः अभवत्?

(घ) खगाः पशवः च कथं मृत्युं प्राप्ताः?

(ङ) कालियनागस्य कति फणाः आसन्?

(च) सर्वप्राणिनां प्रभुः कः?

3. रिक्तस्थानानि पूरयत-

(क) गोपाः .... आकुलाः अभवन्।

(ख) श्रीकृष्णः तान् मूर्च्छितान् दृष्ट्वा .... अभवत्।

(ग) यमुनाजले .... कुण्डम् आसीत्।

(घ) यमुना .... जाता।

(ङ) इतः कुत्रापि .... गच्छ।

4. यथायोग्यं योजयत-

क	ख
कुण्डम्	प्रावहत्
वृक्षम्	ऐच्छत्
प्रहर्तुम्	अभवन्
रक्तम्	आरोहत्
आकुलाः	आसीत्

5. विलोमपदं लिखत

(क) जन्म ....

(ख) अमृतम् ....

(ग) आदरः ....

(घ) अनेकम् ....

6. मञ्जूषातः पदानि चित्वा अनुच्छेदं पूरयत-

अयच्छत्	अभवत्	अमिलत्	आसीत्	अनयन्
अपठताम्	द्वारिकायाः	अगच्छत्	अकरोत्	तण्डुलान्

सुदामा श्रीकृष्णस्य मित्रम् ....। सः सर्वप्रथमं गुरुकुले श्रीकृष्णेन सह ....। एतौ मिलित्वा गुरोः समीपम् एकादश पाठान् ....।



कालक्रमेण वासुदेवः .... नृपः ....। सुदामा तु दरिद्रः एव आसीत्। सः श्रीकृष्णदर्शनाय द्वारिकाम् ....। द्वाररक्षकाः तं राजसभाम् ....। बाल्यबन्धुः वासुदेवः तस्य आलिङ्गनम् ....। श्रीकृष्णः सुदाम्नः भार्यया प्रदत्तान् .... अखादत्। दारिद्र्यस्य निवारणाय श्रीकृष्णः तस्मै ऐश्वर्यम् ....।



कुत आगच्छसि मातुलचन्द्र?
कुत्र गमिष्यसि मातुलचन्द्र?

अतिशयविस्तृतनीलाकाशः
नैव दृश्यते क्वचिदवकाशः
कथं प्रयास्यसि मातुलचन्द्र?
कुत आगच्छसि मातुलचन्द्र?

कथमायासि न भो! मम गेहम्
मातुल! किरसि कथं न स्नेहम्
क्वा गमिष्यसि मातुलचन्द्र?
कुत आगच्छसि मातुलचन्द्र?

धवलं तव चन्द्रिकावितानम्
तारकखचितं सितपरिधानम्
मह्यं दास्यसि मातुलचन्द्र?
कुत आगच्छसि मातुलचन्द्र?



त्वरितमेहि मां श्रावय गीतिम्
प्रिय मातुल! वर्धय मे प्रीतिम्
किन्नायास्यसि मातुलचन्द्र?
कुत आगच्छसि मातुलचन्द्र?

शब्दार्थाः



मातुलचन्द्र!	–	चन्दामामा!
कुतः (अव्यय)	–	कहाँ से
अतिशयविस्तृत	–	अति विशाल
दृश्यते	–	दिखता है/दिखती है
क्वचित् (अव्यय)	–	कहीं भी
प्रयास्यसि	–	जाओगे/जाओगी
गेहम्	–	घर को
किरसि	–	बिखेरते हो/बिखेरती हो
धवलम्	–	सफेद
चन्द्रिकावितानम्	–	फैली हुई चाँदनी
तारकखचितं	–	तारों से शोभित
सितपरिधानम्	–	सफेद वस्त्र
मह्यम्	–	मुझे
त्वरितम्	–	शीघ्र
एहि	–	आओ
श्रावय	–	सुनाओ
वर्धय	–	बढ़ाओ

अभ्यासः



1. बालगीतं साभिनयं सस्वरं गायत।

2. पद्यांशान् योजयत-

मातुल! किरसि	सितपरिधानम्
तारकखचित	
त्वरितमेहि मां	[illegible]तानम्
अतिशयविस्तृत	[illegible]हम्
धवलं तव	नीलाकाशः

3. पद्यांशेषु रिक्तस्थानानि पूरयत-

(क) प्रिय मातुल! .... प्रीतिम्।

(ख) कथं प्रया[illegible] ....।

(ग) .... क्वचिदवकाशः।

(घ) .... [illegible]स्यसि मातुलचन्द्र!।

(ङ) कथमायासि न .... गेहम्।

4. प्रश्नानाम् उत्तराणि लिखत-

(क) अस्मिन् पाठे कः मातुलः?

(ख) नीलाकाशः कीदृशः अस्ति?

(ग) मातुलचन्द्रः किं न किरसि?

(घ) किं श्रावयितु शिशु: चन्द्रं कथयति?

(ङ) चन्द्रस्य सितपरिधानं कथम् अस्ति?

5. **उदाहरणानुसारं निम्नलिखितपदानि सम्बोधने परिवर्तयत-**

यथा चन्द्र:	–	चन्द्र!
(क) शिष्य:	–	....
(ख) गोपाल:	–	....
यथा बालिका	–	बालिके!
(क) प्रियंवदा	–	....
(ख) लता	–	....
यथा फलम्	–	फल!
(क) मित्रम्	–	....
(ख) पुस्तकम्	–	....
यथा रवि:	–	रवे!
(क) मुनि:	–	....
(ख) कवि:	–	....

यथा साधुः – साधो!

(क) भानुः – ....

(ख) पशुः – ....

यथा नदी – नदि!

(क) देवी – ....

(ख) मानिनी – ....

6. मञ्जूषातः उपयुक्तानाम् अव्ययपदानां प्रयोगेण रिक्तस्थानानि पूरयत-

कुतः कदा कुत्र कथं किम्

(क) जगन्नाथपुरी .... अस्ति?

(ख) त्वं .... पुरीं गमिष्यसि?

(ग) गङ्गानदी .... प्रवहति?

(घ) तव स्वास्थ्यं .... अस्ति?

(ङ) वर्षाकाले मयूराः .... कुर्वन्ति?

7. तत्समशब्दान् लिखत-

मामा, मोर, तारा, कोयल, कबूतर।

परिशिष्टम्

कारक विभक्ति-परिचयः

वाक्ये क्रियायाः साक्षात् अन्वयः येन पदेन/शब्देन सह भवति तत् पद कारक भवति। कारकाणाम अर्थ प्रकटयितु येषा प्रत्ययाना सयोजन शब्दैः सह भवति ते (प्रत्ययाः) कारक-विभक्तयः भवन्ति।

[illegible] हे छात्राः![11] दशरथस्य[10] सुतः[1] रामः[2] दण्डकारण्यात्[8] लङ्का[3] गत्वा युद्धे[9] रावण[4] वाणेन[6] हत्वा विभीषणाय[7] लङ्काराज्यम्[5] अयच्छत्[12]।

क्रमसंख्या	शब्दाः/पदानि	कारकम्	विभक्तिः
1, 2	सुतः, रामः	कर्ता	प्रथमा
3, 4, 5	लङ्का, रावण, लङ्काराज्यम्	कर्म	द्वितीया
6	वाणेन	करणम्	तृतीया
7	विभीषणाय	सम्प्रदानम्	चतुर्थी
8	दण्डकारण्यात्	अपादानम्	पञ्चमी
9	युद्धे	अधिकरणम्	सप्तमी

[illegible] षष्ठी-विभक्तेः अर्थः सम्बन्धः अस्ति। सम्बन्धः सम्बोधनं च कारक न भवति। उदाहरणम्-'दशरथस्य'[10] 'हे छात्राः'[11] इति पदयोः साक्षात् अन्वयः क्रियया 'अयच्छत्'[12] इत्यनेन पदेन सह नास्ति। अतः सस्कृते एते पदे कारके न भवतः।

शब्दरूपाणि

अकारान्त-पुंल्लिङ्ग शब्दः

बालक

विभक्तिः	एकवचनम्	द्विवचनम्	बहुवचनम्
प्रथमा	बालकः	बालकौ	बालकाः
द्वितीया	बालकम्	बालकौ	बालकान्
तृतीया	बालकेन	बालकाभ्याम्	बालकैः
चतुर्थी	बालकाय	बालकाभ्याम्	बालकेभ्यः
पञ्चमी	बालकात्	बालकाभ्याम्	बालकेभ्यः
षष्ठी	बालकस्य	बालकयोः	बालकानाम्
सप्तमी	बालके	बालकयोः	बालकेषु
सम्बोधनम्	हे बालक!	हे बालकौ!	हे बालकाः!

एवमेव नृप-देव-राम-पितामह-पण्डित-इत्यादीनाम् अकारान्त-पुँल्लिङ्ग-शब्दानां रूपाणि भवन्ति।

आकारान्त-स्त्रीलिङ्ग-शब्दः

बालिका

विभक्तिः	एकवचनम्	द्विवचनम्	बहुवचनम्
प्रथमा	बालिका	बालिके	बालिकाः
द्वितीया	बालिकाम्	बालिके	बालिकाः
तृतीया	बालिकया	बालिकाभ्याम्	बालिकाभिः
चतुर्थी	बालिकायै	बालिकाभ्याम्	बालिकाभ्यः
पञ्चमी	बालिकायाः	बालिकाभ्याम्	बालिकाभ्यः

षष्ठी	बालिकायाः	बालिकयोः	बालिकानाम्
सप्तमी	बालिकायाम्	बालिकयोः	बालिकासु
सम्बोधनम्	हे बालिके!	हे बालिके!	हे बालिकाः!

एवमेव लता-रमा-माला-कलिका-इत्यादीनाम् आकारान्त-स्त्रीलिङ्ग-शब्दानां रूपाणि भवन्ति।

अकारान्त-नपुंसकलिङ्ग-शब्दः

पुष्प

विभक्तिः	**एकवचनम्**	**द्विवचनम्**	**बहुवचनम्**
प्रथमा	पुष्पम्	पुष्पे	पुष्पाणि
द्वितीया	पुष्पम्	पुष्पे	पुष्पाणि
तृतीया	पुष्पेण	पुष्पाभ्याम्	पुष्पैः
चतुर्थी	पुष्पाय	पुष्पाभ्याम्	पुष्पेभ्यः
पञ्चमी	पुष्पात्	पुष्पाभ्याम्	पुष्पेभ्यः
षष्ठी	पुष्पस्य	पुष्पयोः	पुष्पाणाम्
सप्तमी	पुष्पे	पुष्पयोः	पुष्पेषु
सम्बोधनम्	हे पुष्प!	हे पुष्पे!	हे पुष्पाणि।

एवमेव फल-पुस्तक-नगर-मित्र-उद्यान-इत्यादीनाम् अकारान्त-नपुंसकलिङ्ग-शब्दानां रूपाणि भवन्ति।

इकारान्त-पुँलिङ्ग-शब्दः

मुनि

विभक्तिः	**एकवचनम्**	**द्विवचनम्**	**बहुवचनम्**
प्रथमा	मुनिः	मुनी	मुनयः
द्वितीया	मुनिम्	मुनी	मुनीन्

तृतीया	मुनिना	मुनिभ्याम्	मुनिभिः
चतुर्थी	मुनये	मुनिभ्याम्	मुनिभ्यः
पञ्चमी	मुनेः	मुनिभ्याम्	मुनिभ्यः
षष्ठी	मुनेः	मुन्योः	मुनीनाम्
सप्तमी	मुनौ	मुन्योः	मुनिषु
सम्बोधनम्	हे मुने!	हे मुनी!	हे मुनयः!

एवमेव कवि-हरि-रवि-कपि-इत्यादीनाम् इकरान्त-पुँल्लिङ्ग-शब्दानां रूपाणि भवन्ति।

उकारान्त-पुँल्लिङ्ग-शब्दः

भानु

विभक्तिः	एकवचनम्	द्विवचनम्	बहुवचनम्
प्रथमा	भानुः	भानू	भानवः
द्वितीया	भानुम्	भानू	भानून्
तृतीया	भानुना	भानुभ्याम्	भानुभिः
चतुर्थी	भानवे	भानुभ्याम्	भानुभ्यः
पञ्चमी	भानोः	भानुभ्याम्	भानुभ्यः
षष्ठी	भानोः	भान्वोः	भानूनाम्
सप्तमी	भानौ	भान्वोः	भानुषु
सम्बोधनम्	हे भानो!	हे भानू!	हे भानवः!

एवमेव शिशु-साधु-गुरु-विष्णु-इत्यादीनाम् उकारान्त-पुँल्लिङ्ग-शब्दानां रूपाणि भवन्ति।

धातु-रूपाणि

लट्लकारः (वर्तमानकालः)

पठ् (पढ़ना)

पुरुषः	एकवचनम्	द्विवचनम्	बहुवचनम्
प्रथमपुरुषः	पठति	पठतः	पठन्ति
मध्यमपुरुषः	पठसि	पठथः	पठथ
उत्तमपुरुषः	पठामि	पठावः	पठामः

गम्-गच्छ् (जाना)

प्रथमपुरुषः	गच्छति	गच्छतः	गच्छन्ति
मध्यमपुरुषः	गच्छसि	गच्छथः	गच्छथ
उत्तमपुरुषः	गच्छामि	गच्छावः	गच्छामः

स्था-तिष्ठ (ठहरना)

प्रथमपुरुषः	तिष्ठति	तिष्ठतः	तिष्ठन्ति
मध्यमपुरुषः	तिष्ठसि	तिष्ठथः	तिष्ठथ
उत्तमपुरुषः	तिष्ठामि	तिष्ठावः	तिष्ठामः

नी-नय् (लेना)

प्रथमपुरुषः	नयति	नयतः	नयन्ति
मध्यमपुरुषः	नयसि	नयथः	नयथ
उत्तमपुरुषः	नयामि	नयावः	नयामः

चिन्त् (सोचना)

प्रथमपुरुषः	चिन्तयति	चिन्तयतः	चिन्तयन्ति
मध्यमपुरुषः	चिन्तयसि	चिन्तयथः	चिन्तयथ
उत्तमपुरुषः	चिन्तयामि	चिन्तयावः	चिन्तयामः

उपर्युक्तानुसारेण एव हस्, चल्, खेल्, खाद्, पा, (पिब), दृश् (पश्य), धाव्, पत्, भ्रम्, लिख्, इष् (इच्छ), मिल्-प्रभृतीनां धातूनां रूपाणि भवन्ति।

लृट्लकारः (भविष्यत्कालः)

पठ्

पुरुषः	**एकवचनम्**	**द्विवचनम्**	**बहुवचनम्**
प्रथमपुरुषः	पठिष्यति	पठिष्यतः	पठिष्यन्ति
मध्यमपुरुषः	पठिष्यसि	पठिष्यथः	पठिष्यथ
उत्तमपुरुषः	पठिष्यामि	पठिष्यावः	पठिष्यामः

गम्

प्रथमपुरुषः	गमिष्यति	गमिष्यतः	गमिष्यन्ति
मध्यमपुरुषः	गमिष्यसि	गमिष्यथः	गमिष्यथ
उत्तमपुरुषः	गमिष्यामि	गमिष्यावः	गमिष्यामः

स्था

प्रथमपुरुषः	स्थास्यति	स्थास्यतः	स्थास्यन्ति
मध्यमपुरुषः	स्थास्यसि	स्थास्यथः	स्थास्यथ
उत्तमपुरुषः	स्थास्यामि	स्थास्यावः	स्थास्यामः

नी

प्रथमपुरुषः	नेष्यति	नेष्यतः	नेष्यन्ति
मध्यमपुरुषः	नेष्यसि	नेष्यथः	नेष्यथ
उत्तमपुरुषः	नेष्यामि	नेष्यावः	नेष्यामः

चिन्त्

प्रथमपुरुषः	चिन्तयिष्यति	चिन्तयिष्यतः	चिन्तयिष्यन्ति
मध्यमपुरुषः	चिन्तयिष्यसि	चिन्तयिष्यथः	चिन्तयिष्यथ
उत्तमपुरुषः	चिन्तयिष्यामि	चिन्तयिष्यावः	चिन्तयिष्यामः

एवमेव हस्, चल्, खेल्, खाद्, धाव्, पत्, भ्रम्, लिख् (लेखिष्यति), पा (पास्यति), दृश् (द्रक्ष्यति), इष् (एषिष्यति), मिल्-प्रभृतीनां धातूनां रूपाणि भवन्ति।

लङ्लकारः (अतीतकालः)

पठ्

पुरुषः	एकवचनम्	द्विवचनम्	बहुवचनम्
प्रथमपुरुषः	अपठत्	अपठताम्	अपठन्
मध्यमपुरुषः	अपठः	अपठतम्	अपठत
उत्तमपुरुषः	अपठम्	अपठाव	अपठाम

गम्

प्रथमपुरुषः	अगच्छत्	अगच्छताम्	अगच्छन्
मध्यमपुरुषः	अगच्छः	अगच्छतम्	अगच्छत
उत्तमपुरुषः	अगच्छम्	अगच्छाव	अगच्छाम

स्था

प्रथमपुरुषः	अतिष्ठत्	अतिष्ठताम्	अतिष्ठन्
मध्यमपुरुषः	अतिष्ठः	अतिष्ठतम्	अतिष्ठत
उत्तमपुरुषः	अतिष्ठम्	अतिष्ठाव	अतिष्ठाम

नी

प्रथमपुरुषः	अनयत्	अनयताम्	अनयन्
मध्यमपुरुषः	अनयः	अनयतम्	अनयत
उत्तमपुरुषः	अनयम्	अनयाव	अनयाम

चिन्त्

प्रथमपुरुषः	अचिन्तयत्	अचिन्तयताम्	अचिन्तयन्
मध्यमपुरुषः	अचिन्तयः	अचिन्तयतम्	अचिन्तयत
उत्तमपुरुषः	अचिन्तयम्	अचिन्तयाव	अचिन्तयाम

एवमेव हस्, चल्, खेल्, खाद्, पा, दृश्, धाव्, पत्, भ्रम्, लिख्, इष् (ऐच्छत्), मिल्-प्रभृतीनां धातूनां रूपाणि भवन्ति।

लोट्-लकारः (अनुज्ञा/आदेशः)

पठ्

पुरुषः	एकवचनम्	द्विवचनम्	बहुवचनम्
प्रथमपुरुषः	पठतु	पठताम्	पठन्तु
मध्यमपुरुषः	पठ	पठतम्	पठत
उत्तमपुरुषः	पठानि	पठाव	पठाम

गम्

प्रथमपुरुषः	गच्छतु	गच्छताम्	गच्छन्तु
मध्यमपुरुषः	गच्छ	गच्छतम्	गच्छत
उत्तमपुरुषः	गच्छानि	गच्छाव	गच्छाम

स्था

प्रथमपुरुषः	तिष्ठतु	तिष्ठताम्	तिष्ठन्तु
मध्यमपुरुषः	तिष्ठ	तिष्ठतम्	तिष्ठत
उत्तमपुरुषः	तिष्ठानि	तिष्ठाव	तिष्ठाम

नी

प्रथमपुरुषः	नयतु	नयताम्	नयन्तु
मध्यमपुरुषः	नय	नयतम्	नयत
उत्तमपुरुषः	नयानि	नयाव	नयाम

चिन्त्

प्रथमपुरुषः	चिन्तयतु	चिन्तयताम्	चिन्तयन्तु
मध्यमपुरुषः	चिन्तय	चिन्तयतम्	चिन्तयत
उत्तमपुरुषः	चिन्तयानि	चिन्तयाव	चिन्तयाम

उपर्युक्तानुसारमेव हस्, चल्, खेल्, खाद्, पा, दृश्, धाव्, पत्, भ्रम्, लिख्, इष्, मिल्-प्रभृतीनां धातूनां रूपाणि भवन्ति।

On the basis of the statistical figures furnished in table 8.31 multi-way analysis of variance was worked out. The summary of the multi-way analysis of variance is presented in table 8.32.

Table 8.32

SUMMARY OF MULTI-WAY ANALYSIS OF VARIANCE OF READING COMPREHENSION SCORES OF PUPILS OF STD. V.

Source of variation	Sums of squares	d.f.	Mean squares	F
Main effects				
Treatment (Experimental & Control) (A) :	1339.56	1	1339.56	41.95**
SES (B)	1764.00	1	1764.00	55.25**
Interaction effect				
Treatment x SES (A x B) :	501.76	1	501.76	15.71**
Error (within):	3065.52	96	31.93	
Total	6670.84	99		

With d.f. 1 and 96 F .05 = 3.95 and F .01 = 6.92

** $P < .01$

It is observed from table 8.32, that F ratio of treatment exceeds the table value of F at .01 level of significance. Hence the difference between the treatments is significant. Consequently the hypothesis no. 1 is rejected, and could be inferred that there is main effect of treatment on reading comprehension abilities. The mean of the experimental group is 30.20 and the mean of the control treatment is 22.88. The mean difference is of 7.32 which is in favour of the experimental treatment i.e. the reading improvement programme treatment. Hence it could be said that of the two, the reading improvement programme treatment is superior to the control treatment in developing the reading comprehension abilities of students of Std. V.

It is also observed from table 8.32 that the obtained F ratio of SES exceeds the table value of F at .01 level of significance. Hence the mean difference between groups of the two levels of SES is significant. Consequently the null hypothesis no. 2 is rejected, and could be inferred that there is a main

effect of SES on the reading comprehension abilities. The mean difference between the high level and low level groups is 8.4 which is in favour of high level SES group. Hence it could be said that of the two groups based on SES levels, the students coming from high socio-economic level are benefitted more in the development of reading comprehension abilities.

It is also observed from table 8.32 that the obtained F ratio of interaction between treatment and SES exceeds the table value of F at .01 level of significance. Hence the interaction effect of the two independent variables on the development of reading comprehension abilities is significant. Consequently the null hypothesis no. 3 is rejected.

In order to study the interaction effect in detail, Duncan's New multiple range test was worked out. The comparison of means of the four groups is presented in table 8.33.

Table 8.33

SUMMARY OF DUNCAN'S NEW MULTIPLE RANGE TEST SHOWING COMPARISON OF MEANS OF READING COMPREHENSION ABILITIES OF STUDENTS OF STD. V OF FOUR GROUPS

Description of groups	Control Low SES	Control High SES	Experimental Low SES	Experimental High SES	Shortest significant ranges at level	
Serial	1	2	3	4	.05	.01
Symbol of groups	A_2B_2	A_2B_1	A_1B_2	A_1B_1		
Means	20.92	23.76	24.84	36.64		
A_2B_2 20.92	-	2.84	3.92*	15.72**	R_2=3.20	R_2=4.25
A_2B_1 23.76	-	-	1.08	12.88**	R_3=3.36	R_3=4.43
A_1B_2 24.84	-	-	-	11.80**	R_4=3.47	R_4=4.56

$$S = \sqrt{MSW} = \sqrt{31.93} = 5.65$$

$$S\bar{X} = \frac{3}{\sqrt{N}} = \frac{5.65}{\sqrt{25}} = 1.13$$

** $P < .01$

* $P < .05$

It is observed from table 8.33 that the mean difference between A_1B_1 and A_2B_2 is of 15.72 which is significant and is in favour of A_1B_1, the mean difference between A_1B_1 and A_2A_1 is of 12.88 which is significant at .01 level and in favour of A_1B_1, and the mean difference between A_1B_1 and A_1B_2 is of 11.80 which is significant at .01 level and in favour of A_1B_1. Hence it

could be concluded that the combination of experimental treatment with high SES yields the highest result.

It is also observed from table 8.33, that the mean difference between A_1B_2 and A_2B_2 is of 3.92 which is significant at .05 level and is in favour of A_1B_2. It is observed that level of low SES is the same in both the groups but level of treatment is not the same. The mean difference is in favour of experimental treatment.

It is observed that the mean difference between A_1B_2 and A_2B_1 is of 1.08 which is not significant at .05 level. Hence it could be said that both the groups are same in their mean performance. The levels of both the groups are crossing each other. Hence due to this crossing the effect of each other is nullified.

It is also observed that the mean difference between A_2B_1 and A_2B_2 is of 2.84 which is also not significant. Hence both the groups are equal. Here the treatment is the same but level of SES is different. Same treatment but level is different in experiment yields significant difference but here this pattern is not observed. Consequently it could be said that it is due to the significant interaction between the two independent variable.

(ii) <u>Impact of Reading Improvement Programme on Reading Comprehension of pupils of Std. VI in the context of SES</u>

The analysis of observations was carried out to test the following hypotheses of the study :

<u>Hypotheses</u>

i. There is no main effect of Treatment (A) on the development of reading comprehension abilities,

ii. There is no main effect of SES (B) on the development of reading comprehension abilities, and

iii. There is no interaction effect of taking place between Treatment (A) and SES (B) on the development of reading comprehension abilities.

From the scores on criterion tests (final test) of reading comprehension abilities of the four groups as discussed earlier about the procedure of the study, the primary statistics, necessary for multi-way analysis of variance was worked out to study the hypotheses. It is presented in table 8.34.

Table 8.34

ΣX, ΣX^2, $\bar{X}$ AND n ON OBSERVATIONS ON THE SCORES OF READING COMPREHENSION ABILITIES OF FOUR GROUPS FORMED ON TWO LEVELS OF TREATMENT (A) AND SES (B) OF STD.VI

			Treatment (A)		
			Experimental (A_1)	Control (A_2)	Total High SES (B_1)
SES (B)	High level of SES (B_1)		A_1B_1	A_2B_1	
		n	25	25	50
		ΣX	967	619	1586
		ΣX^2	40435	17839	58274
		$\bar{X}$	38.68	24.76	31.72
	Low level of SES (B_2)		A_1B_2	A_2B_2	Total of Low SES (B_2)
		n	25	25	50
		ΣX	633	499	1132
		ΣX^2	18157	10741	28898
		$\bar{X}$	25.32	19.96	22.64
			Total Experimental (A_1)	Total of Control (A_2)	Grand Total
		n	50	50	100
		ΣX	1600	1118	2718
		ΣX^2	58592	28580	87172
		$\bar{X}$	32.00	22.36	27.18

On the basis of the statistical figures furnished in table 8.34, multi-way analysis of variance was worked out. The summary of the multi-way of analysis of variance is presented in table 8.35.

Table 8.35

SUMMARY OF MULTI-WAY ANALYSIS OF VARIANCE OF READING COMPREHENSION SCORES OF PUPILS OF STD. VI

Source of variation	Sums of squares	d.f.	Mean squares	F
Main effects				
Treatment (Experimental & Control) (A) :	2323.24	1	2323.24	26.38**
SES (B)	2061.16	1	2061.16	23.40**
Interaction effects				
Treatment x SES (A x B) :	457.96	1	457.96	5.20*
Errors (within)	8454	96	88.07	
Total	13296.76	99		

With d.f. 1 and 96 F .05 = 3.95 and F .01 = 6.92

** $P < .01$

* $P < .05$

The study of the table 8.35 reveals that the obtained F ratio of the main effect of treatment exceeds the value of F at .01 level of significance. Hence the difference between two treatments is significant. Consequently the null hypothesis no. 1 of the study is rejected and could be concluded that there is the main effect of treatment on the development of reading comprehension abilities. The mean difference between the two treatments is of 9.64 which is in favour of the experimental treatment i.e. reading improvement programme treatment. Hence it could be concluded that the experimental treatment has proved superior to the control treatment in the development of reading comprehension abilities of pupils of Std. VI.

It is also observed from table 8.35 that the obtained F ratio of the main effect of SES exceeds the table value of F at .01 level of significance. Hence the mean difference between SES groups is significant. Therefore the null hypothesis no. 2 of the study is rejected, and this led to conclude that there is the main effect of SES on development of reading comprehension abilities. The mean difference between the two levels of SES is of 9.08 which is in favour of the high level of SES group. Hence it could be said that of the two groups based on SES levels, the students of Std. VI, coming from a high level of

SES are benefitted more in the development of reading comprehension abilities than that of the students coming from low SES.

It is also observed from table 8.35, that the obtained F ratio of interaction effect between Treatment (A) and SES (B) exceeds the table value of F at .05 level of significance. Hence the interaction effect of the two independent variables on the development of reading comprehension abilities is significant. Consequently the null hypothesis no. 3 of the study is rejected.

In order to study the interaction effect in detail Duncan's New Multiple range test was worked out. The comparison of means of the four groups is presented in table 8.36.

Table 8.36

SUMMARY OF DUNCAN'S NEW MULTIPLE RANGE TEST SHOWING COMPARISON OF MEANS OF READING COMPREHENSION ABILITIES OF FOUR GROUPS OF STUDENTS OF STD. VI

Description of groups	Control Low SES	Control High SES	Experimental Low SES	Experimental High SES	Shortest significant ranges at level	
Serial	1	2	3	4		
Symbol of groups	A_2B_2	A_2B_1	A_1B_2	A_1B_1	Levels of significance	
Means	19.96	24.76	25.32	38.68	.05	.01
A_2B_2 19.96	-	4.8	5.36	18.72	R_3 5.32	R_2 7.07
A_2B_1 24.76	-	-	.56	13.92**	R_3 5.59	R_3 7.37
A_1B_2 25.32	-	-	-	13.36**	R_4 5.78	R_4 7.58

$S = \sqrt{MSW} = \sqrt{88.07} = 9.3845$ ** $P < .01$

$S\bar{X} = \frac{S}{\sqrt{N}} = \frac{9.3845}{\sqrt{25}} = 1.88$ * $P < .05$

Study of table 8.36 reveals that the mean difference between A_1B_1 aand A_2B_2 is 18.72 which is significant and in favour of A_1B_1, the mean difference between A_1B_1 and A_2B_1 is 13.92 which is significant and in favour of A_1B_1, and the mean difference between A_1B_1 and A_1B_2 is 13.36 which is in favour of A_1B_1. Hence it could be concluded that the combination of experimental treatment with high level of SES has proved superior to other grades in the development of reading comprehension abilities.

The mean difference between A_1B_2 and A_2B_2 is of 5.36 which is significant at .05 level of significance and in favour of A_1B_2 groups. Hence it could be concluded that the experimental treatment even with low SES is significantly more effective than the control treatment with low SES on the development of reading comprehension abilities.

The mean difference of .56 between A_1B_2 and A_2B_1 is not significant at any level of significance. Hence it could be said that experimental treatment given to the students of low SES level or control treatment given to the students of high SES is just the same.

The mean difference of 4.8 between A_2B_1 and A_2B_2 is not significant at any level of significance. Hence it could be said that the control treatment given to the students of high SES level or the control treatment given to the students of low SES level do not differ significantly. However apparent difference of 4.8 between the groups is in favour of high SES students with the control treatment. This has happened because both the variables interact significantly and leave their effect on the development of reading comprehension abilities of students of Std. VI.

(iii) Impact of Reading Improvement Programme on Reading Comprehension of pupils of Std. VII in the Context of SES

The analysis of observations was carried out to test the following null hypotheses of the study:

Hypotheses

i. There is no main effect of treatment (A) on the development of reading comprehension abilities.

ii. There is no main effect of SES (B) on the development of reading comprehension abilities, and

iii. There is no interaction effect taking place between treatment (A) and SES (B) on the development of reading comprehension abilities.

From the scores on criterion tests (final test) of reading comprehension abilities of the four groups as discussed in

earlier about the procedure of the study, the primary statistics, necessary for multi-way analysis of variance was worked out to study the hypotheses. It is presented in table 8.37.

Table 8.37

ΣX, ΣX^2, $\bar{X}$ AND n ON OBSERVATIONS ON THE SCORES OF READING COMPREHENSION ABILITIES OF FOUR GROUPS FORMED ON TWO LEVELS OF TREATMENT (A) AND SES (B) OF STD. VII

			Treatment (A)		
			Experimental (A_1)	Control (A_2)	Total High SES (B_1)
SES (B)	High SES (B_1)		A_1B_1	A_2B_1	
		n	25	25	50
		ΣX	1037	806	1843
		ΣX^2	46919	31978	78897
		$\bar{X}$	41.48	32.24	36.86
	Low SES (B_2)		A_1B_2	A_2B_2	Total of low SES (B_2)
		n	25	25	50
		ΣX	712	543	1255
		ΣX^2	24062	13055	37117
		$\bar{X}$	28.48	21.72	25.10
			Total of Experimental (A_1)	Total of Control (A_2)	Grand total
		n	50	50	100
		ΣX	1749	1349	3098
		ΣX^2	70981	45033	116014
		$\bar{X}$	34.98	26.98	30.98

On the basis of the statistical figures furnished in table 8.37, multi-way analysis of variance was worked out. The summary of the multi-way of analysis of variance is presented in table 8.38.

Table= 8.38

SUMMARY OF MULTI-WAY ANALYSIS OF VARIANCE OF READING COMPREHENSION SCORES OF PUPILS OF STD. VII

Source of variation	Sum of squares	d.f	Mean squares	F
Main effects				
Treatment (Experimental & Control (A) :	1600.00	1	1600.00	10.28**
SES (B)	3457.44	1	3457.44	22.13**
Interaction effect				
Treatment x SES (AxB) :	38.44	1	38.44	.25 NS
Errors (within)	14942.08	96	155.65	
Total	20037.96	99		

With d.f. 1 and 96 F .05 = 3.95 and F .01 = 6.92

** P < .01

N.S. : P < .05

It is observed from table 8.38, that the obtained F ratio of the main effect of treatment exceeds the table value of F at .01 level of significance. Hence the difference between the two treatments is significant. Consequently, the null hypothesis no. 1 of the study is rejected and concluded that there is the main effect of the treatment on the development of reading comprehension abilities. The mean difference between the two treatments is 8.00 which is in favour of the experimental treatment i.e. reading improvement programme treatment. Hence it could be positively concluded that the experimental treatment is superior to the control treatment in the development of reading comprehension abilities of students of Std. VII.

It is also observed from table 8.38, that the obtained F ratio of the main effect of SES exceeds the table value of F at .01 level of significance. Hence the mean difference between groups of SES levels is significant. Consequently the null hypothesis no. 2 of the study is rejected, and concluded that there is main effect of SES on the development of reading comprehension abilities. The mean difference between the two levels of SES is of 11.76 which is in favour of the high level of SES group. Hence it could be said that of the two groups based on SES levels, the students of Std. VII

coming from a high level of SES have proved superior in the development of reading comprehension abilities to their counterpart.

It is also observed from table 8.38, that the obtained F ratio of interaction effect between treatment (A) and SES (B) does not reach the table value of F at any significant level. Hence the interaction effect of the two independent variables on the development of reading comprehension abilities is not significant. Consequently the null hypothesis no. 3 of the study is accepted.

In order to study the situation of the non-interaction effect in detail the Duncan's New Multiple Range Test was worked out. The comparison of means of the four groups is presented in table 8.39.

Table 8.39

SUMMARY OF DUNCAN'S NEW MULTIPLE RANGE TEST SHOWING COMPARISON OF MEANS OF READING COMPREHENSION ABILITIES OF FOUR GROUPS OF STUDENTS OF STD. VII

...tion of groups	Low SES	...mental Low SES	High SES	...mental High SES	...ficant range at	
Serial	1	2	3	4	levels	
Symbol of groups	A_2B_2	A_1B_2	A_2B_1	A_1B_1		
Means	21.72	28.48	32.24	41.48	.05	.01
A_2B_2 21.72	-	6.76 N.S.	10.52**	19.76**	R_2 7.08	R_2 9.40
A_1B_2 28.48	-	-	3.76 NS	13.00**	R_3 7.45	R_3 9.80
A_2B_1 32.24	-	-	-	9.24*	R_4 7.68	R_4 10.08

$S = \sqrt{MSW} = \sqrt{155.65} = 12.48$ ** $P < .01$ N.S. $P > .05$

$S\bar{X} = \frac{S}{\sqrt{N}} = \frac{12.48}{\sqrt{25}} = 2.50$ * $P < .05$

The study of table 8.39 reveals that the mean difference between A_1B_1 and A_2B_2 is of 19.76 points which is significant at .01 level of significance in the favour of A_1B_1, the mean difference between A_1B_1 and A_1B_2 is of 13.00 points which is also significant at .01 level of significance and is in favour of A_1B_1 and the mean difference between A_1B_1 and A_2B_1 is of 9.24 which is

significant at .05 level of significance and is in favour of A_1B_1. Hence it could be inferred that the combination of experimental treatment with the high level of SES could effect all in the development of reading comprehension abilities.

The mean difference between A_2B_1 and A_2B_2 is of 10.52 which is significant at .01 level of significance and in the favour of A_2B_1. Hence it could be inferred that the treatment level is the same but level of SES is different. So high level of SES does play a significant role in the development of reading comprehension abilities.

The mean difference between A_1B_2 and A_2B_2 is not significant and the mean difference between A_2B_1 and A_1B_2 is also not significant. Hence it could be inferred that inter mixture of the levels make them equal in the development of reading comprehension abilities.

The different levels of the same variable but the same level of the other variable help to develop the reading comprehension abilities. Hence it could be inferred that there is no interaction effect on it and the general pattern of two variables seem to pull in the same direction to develop the reading comprehension abilities of the students of Std. VII.

Studies on Impact of Reading Improvement Programme on Rate of Reading in the Context of SES

Introduction

In the studies on treatment of reading improvement programme for development of rate of reading (R.R.) in the context of SES for Stds. V, VI and VII, the following procedure was adopted to find out main as well as interaction effects of the treatment and SES, independent variables on the development of rate of reading through reading improvement programme treatment.

Procedure

In the studies on rate of reading development through reading improvement programme, there are two independent variables namely Reading Improvement Programme Treatment and SES. To study the main as well as interaction effects on the development of rate of reading through the reading improvement programme, the factorial design was contemplated. The importance of the factorial design has already been discussed in the procedure of studies of reading improvement programme developing reading comprehension in the context of SES.

As per requirement to divide each independent variable into convenient levels, the treatment variable was divided into two levels namely Reading Improvement Programme Treatment as experimental treatment and non-Reading Improvement Programme as control treatment, and the SES variable was divided into two levels namely high SES and low SES on the basis of Q measures. As these variables are divided into two distinct levels, a 2x2 factorial design emerged. Thus the sample was divided into four groups as follows :

i. Experimental with high SES
ii. Experimental with low SES
iii. Control with high SES, and
iv. Control with low SES

In each of the above defined groups, 25 observations were randomly selected on rate of reading per minute. The studies are presented one after the other.

(1) Impact of Reading Improvement Programme on pupils of Std. V on Rate of Reading in the context of SES

The analysis of observations was carried out to test the following null hypotheses of the study :

Hypotheses

i. There is no main effect of Treatment (A) on the development of Rate of Reading.

ii. There is no main effect of SES on the development of Rate of Reading.

iii. There is no interaction effect taking place between treatment (A) and SES (B) on the development of Rate of Reading.

From the words read per minute on criterion test (final test) of the four groups as discussed earlier about the procedure of the study, the primary statistics, necessary for multi-way analysis of variance was worked out to study the hypotheses. It is presented in table 8.40.

Table 8.40

ΣX, ΣX^2, $\bar{X}$ AND N OF OBSERVATIONS ON THE RATE OF READING PER MINUTE OF FOUR GROUPS FORMED ON TWO LEVELS OF TREATMENT (A) AND SES (B) OF PUPILS OF STD. V

			Treatment (A)		
			Experimental (A_1)	Control (A_2)	
			A_1B_1	A_2B_1	Total of high SES (B_1)
SES (B)	High SES (B_1)	n	25	25	50
		ΣX	4093	2976	7069
		ΣX^2	725345	381618	1106963
		$\bar{X}$	163.72	119.04	141.38
			A_1B_2	A_2B_2	Total of low SES (B_2)
	Low SES (B_2)	n	25	25	50
		ΣX	3034	2710	5744
		ΣX^2	384620	312640	697260
		$\bar{X}$	121.36	108.40	114.88
			Total of Experimental (A_1)	Total of Control (A_2)	Grand Total
		n	50	50	100
		ΣX	7127	5686	12813
		ΣX^2	1109965	694258	1804223
		$\bar{X}$	142.54	113.72	128.13

On the basis of the statistical figures furnished in table 8.40, multi-way analysis of variance was worked out. The summary of the multi-way analysis of variance is presented in table 8.41.

Table 8.41

SUMMARY OF MULTI-WAY ANALYSIS OF VARIANCE OF DEVELOPMENT OF RATE OF READING PER MINUTE OF PUPILS OF STD. V

Source of variation	Sum of squares	d.f.	Mean squares	F
Main effects				
Treatment (Experimental & Control)(A) :	20764.81	1	20764.81	16.91**
SES (B)	17556.25	1	17556.25	14.30**
Interaction effect				
Treatment x SES (A x B) :	6288.49	1	6288.49	5.12*
Errors (Within) :	117883.76	96	1227.96	
Total	162493.31	99		

With d.f. 1 and 95 F .01 = 3.95 and F .01 = 6.92

** P < .01

* P < .05

It is observed from table 8.41, that the obtained F ratio of the main effect of treatment exceeds the table value of F at .01 level of significance. Hence the difference between two treatments is significant. Therefore the null hypothesis no. 1 of the study is rejected and concluded that there is the main effect of the treatment on the development of rate of reading. The mean difference between two treatments is of 28.82 words per minute which is in favour of the experimental treatment i.e. reading improvement programme treatment. Hence it could be concluded without any hesitation that the experimental treatment is superior to the control treatment in the development of rate of reading of students of Std. V.

It is also observed from table 8.41, that the obtained F ratio of the main effect of SES exceeds the table value of F at .05 level of significance. Hence the mean difference between two groups of SES is significant. Consequently the null hypothesis no. 2 of the study is rejected, and is concluded that there is the main effect of SES on the development of rate of reading. The mean difference of 26.50 words per minute which is in favour of high level SES group. Hence it could be said that of the two groups, based on SES levels, the

students of Std. V coming from high level of SES are much benefitted by reading improvement programme in rate of reading per minute.

It is also observed from table 8.41 that the obtained F ratio of interaction between treatment (A) and SES (B) exceeds the table value of F at .05 level of significance. Hence the interaction effect of the two independent variables in the development of rate of reading is significantly effective. Consequently the null hypothesis no. 3 is rejected.

In order to study the interaction situation in detail the Duncan's New Multiple Range Test was worked out. The comparison of means of the four groups is presented in table 8.42.

Table 8.42

SUMMARY OF DUNCAN'S NEW MULTIPLE RANGE TEST SHOWING COMPARISON OF MEANS OF RATE OF READING PER MINUTE OF FOUR GROUPS OF STUDENTS OF STD. V.

Description of groups	Control Low SES	Control High SES	Experimental Low SES	Experimental High SES	Shortest significant range at	
Serial	1	2	3	4	levels	
Symbol of groups	A_2B_2	A_2B_1	A_1B_2	A_1B_1		
Means	108.40	119.04	121.36	163.72	.05	.01
A_2B_2 108.40	-	10.64 N.S.	12.96 N.S.	55.32**	R_2 19.62	R_2 26.10
A_2B_1 119.04	-	-	2.32 N.S.	44.68**	R_3 20.64	R_3 27.20
A_1B_2 121.36	-	-	-	42.36**	R_4 21.32	R_4 27.96

$S = \sqrt{MSW} = \sqrt{1202.89} = 34.68$ ** $P < .01$

$S\bar{X} = \frac{S}{\sqrt{N}} = \frac{34.68}{\sqrt{25}} = \frac{34.68}{5} = 6.9365$ NS $P < .05$

N.S. $P > .05$

It is observed from table 8.42, that the mean difference between A_1B_1 and A_2B_2 is of 55.32 R.R. per minute which is significant at .01 level of significance and in favour of A_1B_1, the mean difference between A_1B_1 and A_2B_1 is of 44.68 R.R. per minute which is also significant at .01 level of significance and in favour of A_1B_1, and the mean difference

between A_1B_1 and A_1B_2 is of 42.36 R.R. per minute which is also significant at .01 level of significance and in favour of A_1B_1 group. Hence it could be inferred that the combination of experimental treatment with high level of SES could affect the most of all combinations on the increase of R.R. P.M.

The mean difference between A_1B_2 and A_2B_2 is not significant and the mean difference between A_1B_2 and A_2B_1 is also not significant. Hence experimental treatment with low SES does not surpass the control treatment either with high SES level or low SES level. This is only possible when interaction between two variables is taking place. Hence experimental treatment functions effectively only when it is given to the students of high SES level.

(ii) <u>Impact of Reading Improvement Programme on pupils of Std. VI on Rate of Reading in the context of SES.</u>

The analysis of observations was carried out to test the following hypotheses of the study :

<u>Hypotheses</u>

i. There is no main effect of treatment (A) on the development of Rate of Reading.

ii. There is no main effect of SES on the development of Rate of Reading, and

iii. There is no interaction effect taking place between treatment (A) and SES (B) on the development of Rate of Reading.

From the words read per minute on criterion test (final test) of R.R. of the four groups as discussed earlier about the procedure of the study, the primary statistics, necessary for multi-way analysis of variance was worked out to study the hypotheses. It is presented in table 8.43.

Table 8.43

ΣX, ΣX^2, $\bar{X}$ AND N ON OBSERVATIONS OF THE RATE OF READING PER MINUTE OF FOUR GROUPS FORMED ON THE BASIS OF TWO LEVELS OF TREATMENT (A) AND SES (B) OF STUDENTS OF STD. VI

			Treatment (A)		
			Experimental (A_1)	Control (A_2)	
			A_1B_1	A_2B_1	Total of high SES (B_1)
SES (B)	High SES (B_1)	n	25	25	50
		ΣX	4152	2711	6863
		ΣX^2	743020	308567	1051587
		$\bar{X}$	166.08	108.44	137.26
			A_1B_2	A_2B_2	Total of Low SES (B_2)
	Low SES (B_2)	n	25	25	50
		ΣX	3093	2562	5655
		ΣX^2	402167	286638	688805
		$\bar{X}$	123.72	102.48	113.10
			Total of Experimental (A_1)	Total of Control (A_2)	Grand total
		n	50	50	100
		ΣX	7245	5273	12518
		ΣX^2	1145187	595205	1740392
		$\bar{X}$	144.90	105.46	125.18

On the basis of the statistical figures furnished in table 8.43 multi-way analysis of variance was worked out. The summary of the multi-way analysis of variance is presented in table 8.44.

Table 8.44

SUMMARY OF MULTI-WAY ANALYSIS OF VARIANCE OF DEVELOPMENT OF RATE OF READING PER MINUTE OF STD. VI.

Source of variation	Sum of squares	d.f.	Mean squares	F
Main effects				
Treatment (Experimental & Control) (A) :	38887.84	1	38887.84	33.44**
SES (B) :	14592.64	1	14592.64	12.55**
Interaction effect				
Treatment x SES (AxB) :	8281.00	1	8281.00	7.12*
Errors (within):	111627.28	96	1162.78	
Total	173388.76	99		

With d.f. 1 and 96 F .05 = 3.95 and F .01 = 6.92

** P $<$ .01

* P $<$ .05

It is observed from table 8.44 that the obtained F ratio of the main effect of treatment is 33.44 which far exceeds the table value of F at .01 level of significance. Hence the difference between two treatments is significant. Therefore the null hypothesis no. 1 of the study is rejected and concluded that there is the main effect of the treatment on the development of Rate of Reading per minute. The mean difference between two treatments is of 39.44 words p.m. which is in favour of the experimental treatment i.e. Reading Improvement Programme Treatment. Hence it could be positively said that experimental treatment is superior to the control treatment in the development of rate of reading of students of Std. VI.

It is also observed from table 8.44 that the obtained F ratio of the main effect of SES exceeds the table value of F at .01 level of significance. Hence the mean difference between two groups of SES is significant. Therefore the null hypothesis no. 2 of the study is rejected, and concluded that there is the main effect of SES on the development of Rate of Reading. The mean difference of 24.16 words p.m. which is in favour of high level SES group. Hence it could be said that of the two groups, based on SES levels, the students of Std. VI

coming from high SES level are much benefitted in the development of Rate of Reading by Reading Improvement Programme.

It is also observed from table 8.44 that the obtained F ratio of interaction between treatment (A) and SES (B) exceeds the table value of F at .05 level of significance. Hence the null hypothesis no. 3 is rejected.

In order to study the interaction situation in detail the Duncan's New Multiple Range Test was worked out. The comparison of means of the four groups is presented in table 8.45.

Table 8.45

SUMMARY OF DUNCAN'S NEW MULTIPLE RANGE TEST SHOWING COMPARISON OF MEANS OF RATE OF READING PER MINUTE OF FOUR GROUPS OF STANDARD OF VI

Description of groups	Control Low SES	Control High SES	Experimental Low SES	Experimental High SES	Shortest significant range at	
Serial	1	2	3	4	levels	
Symbol of groups	A_2B_2	A_2B_1	A_1B_2	A_1B_1		
Means	102.48	108.44	123.72	166.08	.05	.01
A_2B_2 102.48	-	5.96 N.S.	21.24*	63.60**	R_2=19.095	R_2=25.762
A_2B_1 108.44	-	-	15.28 N.S.	57.64**	R_3=20.088	R_3=26.47
A_1B_2 123.72	-	-	-	42.36**	R_4=20.74	R_4=27.031

$S = \sqrt{MSW} = \sqrt{1139.05} = 33.75$

$S\bar{X} = \frac{S}{\sqrt{N}} = \frac{33.75}{\sqrt{25}} = \frac{33.75}{5} = 6.75$

** $P < .01$

* $P < .05$

N.S. $P > .05$

It is observed from table 8.45, that the mean difference between A_1B_1 and A_2B_2 is of 63.60 points which is significant at .01 level of significance and in favour of A_1B_1, the mean difference between A_1B_1 and A_2B_1 is of 57.64 words p.m. which is significant at .01 level of significance and in the favour of A_1B_1 and the mean difference between A_1B_1 and A_1B_2 is of 42.36 words p.m. which is significant at .01 level of significance and also in the favour of A_1B_1. Hence it could be said that the combination of experimental treatment with

high SES level has proved to be the most effective of all combinations on development of Rate of Reading per minute.

The mean difference between A_1B_2 and A_2B_2 is of 21.24 which is significantly in favour of A_1B_2 group, that is the experimental treatment with low SES . Hence students from low SES taking experimental treatment proved to be superior to those of control treatment.

The mean differences between A_1B_2 and A_2B_1 is not significant and both are equal in the sense of significance of the mean.

The mean difference between A_2B_1 and A_2B_2 is not significant and both are statistically equal. Hence the control treatment with high SES or low SES is just equal.

The discussion presented in the above two paras indicate that this has happened because there is interaction between two variables. However experimental treatment is significantly better than the control treatment.

(iii) Impact of Reading Improvement Programme on pupils of Std. VII on Rate of Reading in the Context of SES

The analysis of observations was carried out to test the following null hypotheses of the study:

Hypotheses :

i. There is no main effect of Treatment (A) on the development of Rate of Reading.

ii. There is no main effect of SES on the development of Rate of Reading, and

iii. There is no interaction effect taking place between Treatment (A) and SES (B) on the development of Rate of Reading.

From the words read per minute (P.M.) on criterion test (final test) of Rate of Reading of the four groups as discussed earlier, the primary statistics, necessary for multi-way analysis of variance was worked out to study the hypotheses as mentioned above. It is presented in table 8.46.

Table 8.46

ΣX, ΣX^2, $\bar{X}$ AND N ON OBSERVATIONS OF RATE OF READING PER MINUTE OF FOUR GROUPS FORMED ON THE BASIS OF TWO LEVELS OF TREATMENT (A) AND SES (B) OF STUDENTS OF STD. VII

			Treatment (A)		
			Experimental (A_1)	Control (A_2)	
			A_1B_1	A_2B_1	Total of high SES (B_1)
SES (B)	High SES (B_1)	n	25	25	50
		ΣX	4657	3744	8401
		ΣX^2	938071	590532	1528603
		$\bar{X}$	186.28	149.76	168.02
			A_1B_2	A_2B_2	Total of Low SES (B_2)
	Low SES (B_2)	n	25	25	50
		ΣX	3257	2739	5996
		ΣX^2	447241	320199	767440
		$\bar{X}$	130.28	109.56	119.92
			Total of Experimental (A_1)	Total of Control (A_2)	Grand total
		n	50	50	100
		ΣX	7914	6483	14397
		ΣX^2	1385312	910731	2296043
		$\bar{X}$	158.28	129.66	143.97

On the basis of the statistical figures furnished in table 8.46, multi-way analysis of variance was worked out. The summary of the multi-way analysis of variance is presented in table 8.47.

Table 8.47

SUMMARY OF MULTI-WAY ANALYSIS OF VARIANCE OF DEVELOPMENT OF RATE OF READING PER MINUTE OF PUPILS OF STD. VII

Source of variation	Sum of squares	d.f	Mean squares	F
Main effects				
Treatment (A) (Experimental and Control) :	20477.61	1	20477.61	13.71**
SES (B) :	57840.25	1	57840.25	38.71**
Interaction effect				
Treatment x SES (A x B) :	1560.25	1	1560.25	1.04 N.S.
Errors (Within) :	143428.80	96	1494.05	
Total	223306.91	99		

With d.f. 1 and 96 F .05 = 3.95 and F .01 = 6.92

** P < .01

N.S. P > .05

It is observed from table 8.47, that the obtained F ratio of the main effect of treatment is 13.71 which far exceeds the table value of F at .01 level of significance. Hence the difference between two means of treatments is significant. Therefore the null hypothesis no. 1 of the study is rejected, and concluded that there is the main effect of treatment on the increase of rate of reading per minute. The mean difference between the treatments is of 28.62 words p.m. which is in the favour of the experimental treatment i.e. Reading Improvement Programme Treatment. Hence it could be positively said that the experimental treatment is superior to the control treatment in the increase of rate of reading of students of Std. VII.

It is also observed from table 8.47 that the obtained F ratio of the main effect of SES exceeds the table value of F at .01 level of significance. Hence the mean difference between two groups of SES is significant. Consequently the null hypothesis no. 2 of the study is rejected. This led to conclude that there is the main effect of SES on the development of rate of reading. The mean difference of 48.10 words p.m. which is in favour of high level SES group. Hence it could be said that of the two groups, based on SES

levels, the students of Std. VII coming from high level of SES are benefitted in the increase of rate of reading per minute by Reading Improvement Programme.

It is also observed from table 8.47, that the obtained F ratio of interaction between treatment (A) and SES (B) does not exceed the table value of F at any level of significance. Hence the null hypothesis no. 3 is accepted.

In order to study the interaction situation in detail the Duncan's New Multiple Range Test was worked out. The comparison of means of the four groups is presented in table 8.48.

Table 8.48

SUMMARY OF DUNCAN'S NEW MULTIPLE RANGE TEST SHOWING COMPARISON OF MEANS OF RATE OF READING PER MINUTE OF FOUR GROUPS OF STANDARD VII

Description of groups	Control Low SES	Experimental Low SES	Control High SES	Experimental High SES	Shortest significance Range at levels	
Serial	1	2	3	4		
Symbol of groups	A_2B_2	A_1B_2	A_2B_1	A_1B_1		
Means	119.92	130.28	149.76	186.28	.05	.01
A_2B_2 119.92	-	20.72 N.S.	40.20 **	76.72 **	R_2=21.64	R_2=28.78
A_1B_2 130.28	-	-	19.48 N.S.	56.00 **	R_3=22.77	R_3=30.00
A_2B_1 149.76	-	-	-	36.52 **	R_4=23.51	R_4=30.84

$S = \sqrt{MSW} = \sqrt{1463.56} = 38.265$ ** $P < .01$

$S\bar{X} = \frac{S}{\sqrt{N}} = \frac{38.265}{\sqrt{25}} = \frac{38.265}{5} = 7.65$ N.S. $P > .05$

It is observed from table 8.48 that the mean difference between A_1B_1 and A_2B_2 is of 76.72 which is highly significant at .01 level of significance and is in favour of A_1B_1, the mean difference between A_1B_1 and A_1B_2 is of 56.00 which is also highly significant at .01 level of significance and is in favour of A_1B_1 and the mean difference between A_1B_1 and A_2B_1 of 36.52 is which is also highly significant, and is in favour of A_1B_1. Hence it could be inferred that the combination of experimental treatment with high SES level could

be the most effective of all the combinations on the development of Rate of Reading per minute.

The mean difference between A_2B_1 and A_2B_2 is of 40.20 which is highly significant at .01 level of significance and is in favour of A_2B_1. Hence control treatment is more effective at high level of SES.

The mean difference between A_2B_1 and A_1B_2 is of 19.48 which is not significant at .05 level. Hence the control treatment with high SES and experimental treatment with low SES produce more or less the same effect on the development of Rate of Reading per minute.

The mean difference between A_1B_2 and A_2B_2 is of 20.72 which is not significant at .05 level, too. Hence at low level SES control and experimental treatment are ineffective.

From the above discussion it could be said that there is no interaction effect of these two variables but they seem to be pulling in the same direction jointly on the development of Rate of Reading per minute.

CHAPTER IX

OBSERVATIONS AND CONCLUSIONS

In the beginning of this report the importance of reading comprehension along with speed has been discussed, with a view to emphasizing the felt need of standardized tools to measure reading comprehension abilities and rate of reading per minute.

Out of four skills reading is the most effective from the point of view of chief instrument of collection of informations by self study taken at his own will and time. It plays a significant role in one's life in a complex society and in a man made social atmosphere. Looking to the enormous importance of this skill in every walk of life in an intellectual world it is essential to think and devise some programme which could help to enhance Reading Comprehension and reading speed in the students of later stage of primary schools who are at the terminating stage of the primary education. It is useful to both those who terminate their study at the end of this stage and go for life work and those who continue their study in the secondary stage. It could be said without any hesitation that the success of any sound method of learning depends upon the good ability of reading comprehension of pupils of any stage age and level. Therefore practice in Reading Comprehension and speed of reading be given from the early stage of education. If we accept this, it becomes imperative to have a valid and reliable tool to measure the reading comprehension and speed of reading of pupils. It is with this tool that it would be possible to judge the reading comprehension and speed of reading and also to evaluate the Reading Improvement Programme. Therefore the first main objective was to construct and standardize a tool measuring reading comprehension and speed in Gujarati. In order to develop a valid and reliable tool, it was first necessary to define very closely the term 'Reading Comprehension' which is proposed to measure. This was done by reviewing a few reading comprehension tests constructed by some experts in this field in our country as well as in foreign countries. Moreover the theory and

findings of some researches were also studied to define the terms Reading Comprehension (R.C.) abilities and speed of reading. Out of those behavioural components, the tests of reading comprehension of Stds. V, VI and VII attempt to measure the following behavioural components.

<u>Behavioural Components of Reading Comprehension</u>

i. Ability to give significant details.
ii. Ability to give sequence of events.
iii. Ability to give caption and draw generalization.
iv. Ability to give meaning of words and phrases.
and v. Ability to find out the relationship of ideas.

These five components are tested through four different sub-tests in the battery for Std. V, four different sub-tests in the bettery for Std. VI, and five different sub-tests in the bettery for Std. VII. The selection of the test items which is considered to be the crux of the process of standardization was made carefully by applying appropriate statistical methods, to obtain the internal consistency of tests. To add to the utility value, the tests have been standardized by strictly following the principles of the test construction and standardization. The process of standardization has been described in sufficient details in this report. The reliability of the tests has been established by various methods with an objective to overcome the limitations of any one method. The validity has also been established by following general principle's of test validation. The concurrent, concept and factorial validity have been reported in this report.

In short the tests for Stds. V, VI and VII have been standardized separately on a representative sample. The percentile norms, [illegible] and letter grade norms are given with a view to helping the user to interpret the test scores.

Further in this report, the preparation of Reading Improvement Programme for Stds. V, VI and VII and the construction of SES scale and keys for them have been described in greater detail. The instructions to the teachers for implementation of the Reading Improvement Programme for each standard were prepared. To find out the efficacy of

the Reading Improvement Programme in the development of Reading Comprehension and in the increase of Rate of Reading per minute (R.R. p.m.) matched group design was prepared. The teachers of the experimental group of schools were oriented with the material. The programme was implemented in three schools of rural area and three schools of the similar area were taken as the control ones. The SES measure was also used to find out the effect of Reading Improvement Programme in the context of SES. The effectiveness of Reading Improvement Programme has been studied by adopting appropriate statistical methods. During the long process of research, certain observations have been made and collected from the experimenting teachers.

Observations

While administering the tests it was found that the majority of the students were eager to go to the next test to have a peep through a content of the reading. On the whole the material for reading in each of the sub-tests for all the tests was found interesting from the point of view of students. The students, teachers and principals were eager to know the results of the tests.

Besides this, certain observations were made during the experimental stage of the project. Some of the exercises were found to be interesting. Hence they asked for more practice over them which was politely turned down since the Reading Improvement Programme was to be implemented strictly in accordance with the instructions prepared before hand. The conclusion were drawn on the basis of analysis of the data collected through the tests at the initial stage and at the final stage of the experiments and also on SES scale administered at the end of experiment.

Conclusions

The various conclusions which are drawn as a result of this project are categorised under two different headings namely :

i. Psychometric properties of the tests and their results.

ii. The findings of the experiments.

1. Psychometric Properties of the Tests and Results of the Tests

(i) Reliability of the Tests

As there are three separate tests for stds. V, VI and VII, reliability of each test was separately worked out. The reliability of each test was established by using Split-half method, K.R. formula-20 and Analysis of Variance approach.

(a) The split-half reliability of the test for Std. V is .75 and that the test for Std. VI is .823 and that of the test for Std. VII is .80 (table 5.8).

(b) The reliability by K.R. Formula-20 of the test for Std. V is .83, the test for Std. VI is .87 and for the test for Std. VII is .89 (table 5.8), and

(c) The reliability by Analysis of Variance approach of the test for Std. V is .83 of the test for Std. VI is .86 and of the test for Std. VII is .89 (table 5.8).

So it could be concluded that all the three tests are highly reliable.

(ii) Validity of the Tests

The validity of tests for Stds. V, VI and VII was separately established. Three types of validities for each test were established, namely construct validity, concurrent validity and factorial validity.

(a) Construct Validity

The construct validity was determined by defining the measures used in the present tests. The term reading comprehension was analysed in the terms of behavioural components such as :

1. ability to give details of what is read,
2. ability to follow the sequence of events,
3. ability to give caption and draw generalization,
4. ability to give the meaning of words or phrase, and
5. ability to find out relationship of ideas .

Total 52 items for Std. V, 68 items for Std. VI and 78 items for Std. VII were selected in the consultation of experts in the field (table 5.9). Thus each test measures all components of reading comprehension. Therefore it could be concluded that the tests for Stds. V, VI and VII have good construct validity.

(b) Concurrent Validity

For establishing the concurrent validity of each test separately correlation of coefficient between two sets of measures namely, Teachers' Rating and students performance on the test were worked out. The correlation coefficient between teachers' opinion and reading comprehension scores for Std. V is .43 (table 5.10). The correlation coefficient between teachers' opinion and reading comprehension scores for Std. VI is .57 (table 5.11) and the correlation coefficient between teachers' opinion and reading comprehension for Std. VII is .68 (table 5.12). These validity coefficients could be considered as sufficiently high hence the tests have good concurrent validities.

(c) Factorial Validity

(i) Factorial Validity of test for Std. V

It was found from inter-correlation matrics of Std. V that there is only one significant factor which has the highest loading in sub-test 2 which measures the ability to note significant details and ability to find out relationship between ideas (table 5.13). Test no. 3 and 4 measure the same components as well as the ability to give the meaning of the words and phrase and sequence of events. Similarly the test no. 1 measures the same components. Therefore the factor extracted significantly loaded in test no. 2 runs through all the four sub-tests. Consequently it is concluded that all the four sub-tests measure the same common factor called Reading Comprehension. This test has a good factorial validity.

(ii) Factorial Validity of test for Std. VI

It was found from inter-correlation matrics of Std. VI that there is only one significant factor which has the highest loading in sub-test no. 2 (table 5.16) which

measures the ability to note significant details, ability to give meaning of the words, ability to find out the relationship between ideas, ability to give caption and ability to give sequence of events. Similarly the sub-tests no. 3 and 4 measure the same components as well as the ability to give meaning of the words and phrase. Similarly sub-test no. 1 measures the same components. The common components found is present in all the four sub-tests which belongs to reading comprehension. Hence it is concluded that all the sub-tests measure the same common factor called reading comprehension. The test has a good factorial validity.

(iii) Factorial Validity of test for Std. VII

It was found from the inter-correlations matrices of Std. VII that there is only one significant factor which has the highest loading in sub-test no. 3 (table 5.19) which measures the ability to give significant details, ability to give the meaning of the words, ability to find out the relationship between ideas and ability to give the sequence of events. Similarly the sub-tests no. 2, 4 and 1 measure the same components as well as the ability to give caption. Sub-test no. 5 measures the word and phrase meaning. Therefore it could be said that there is only one common factor running through all the sub-tests which is called reading comprehension. Thus it is concluded that there is one common component loaded in all the five sub-tests. Hence test for Std. VII has a good factorial validity.

Hence it is finally concluded that all the three Reading Comprehension tests for standards V, VI and VII have one common factor running through all the sub-tests of each test known as Reading Comprehension. Hence it is unhesitantingly concluded that all the three tests have good factorial validity.

(d) The Results of the Tests

i. The final run of the test was carried out on the sample of 436, 408 and 418 for Std. V, VI and VII respectively (table 4.1). The tests were administered on the sample which comprised boys and girls in proportion of 63:37, 65:35; 67:33 in Stds. V, VI and VII

respectively (table 4.1). The proportion of boys and girls in the sample of each std. is quite in accordance with the available rural pattern of proportion of sexes.

ii. The mean score of reading comprehension of std. V is of 23.66 and an S.D. is of 7.02, the mean score of reading comprehension of std. VI is of 27.38 and on S.D. is of 9.60. The mean score of reading comprehension of std. VII is of 36.57 and an S.D. of 12.55 (table 4.2).

iii. The mean difference of reading comprehension between boys and girls of std. V is of .78 which is not significant in favour of any sex group (table 4.3). The mean difference between boys and girls of std. VI is of 1.61 which is also not significantly in favour of any sex group (table 4.3). The mean difference of reading comprehension between boys and girls of std. VII is of 2.39 which is also not significantly in favour of any sex group (table 4.3). Hence it is concluded that there are no sex differences in reading comprehension of students of standards V, VI and VII.

iv. The norms for reading comprehension scores of the whole sample of stds. V, VI and VII, have been established and there was no need of giving separate norms for boys and girls.

v. The mean of words read per minute of std. V is of 101.70 and an S.D. is of 33.19. The mean of words read per minute of std. VI is of 143.03 and on S.D. of 47.31. The mean of words read per minute of std. VII is of 155.82 and an S.D. is of 43.80. (table 4.5).

vi. The mean difference of words read per minute between boys and girls of Std. V is of 3.33 words which is not significant in favour of either sex (table 4.6). The mean difference of words read per minute between boys and girls of std. VI is of 5.33 words which is not significant in favour of either sex (table 4.6).

The mean difference of words read per minute between boys and girls of std. VII is of 7.49 which is not significant in favour of either sex (table 4.6). Hence it is concluded that there are no sex differences with regard to speed of reading.

vii. As the mean differences of any standards on speed of reading between sexes are not significant, no separate norms for rate of reading have been established. Hence the letter grade norms of words read per minute of each standard have been established (table 4.7).

2. The findings of the Experiments

(a) Matching of Experimental and Control groups on Reading Comprehension

The experimental and control groups of all the standards were fully matched on mean and variances of reading comprehension scores. The F ratio of .98 for std. V (table 8.2), the F ratio of .11 for std. VI (table 8.4) and the F ratio of .33 for std. VII (table 8.6) are highly insignificant. Hence it is concluded that the experimental and control groups of stds. V, VI and VII were equal on reading comprehension at the initial stage of the experiment.

(b) Matching of Experimental and Contral groups on Rate of Reading per minute

The experimental and control groups of all the standards were fully matched on mean and variances of Rate of Reading per minute (R.R. p.m.). The F ratio of .68 for Std. VI (table 8.10), and the F ratio of .32 for Std. VII (table 8.12) are highly insignificant. Hence it is concluded that the experimental and control groups of stds. V, VI and VII were equal on Rate of Reading per minute at the initial stage of the experiment.

(c) Impact of Reading Improvement on pupils of Std. V on Reading Comprehension

The adjusted mean score of reading comprehension (R.C.) of pupils of class V of experimental group is of 27.71 and

that of the pupils of class V of control group is of 24.76. And the difference is highly significant. (table 8.15). Therefore it is concluded that the treatment of Reading Comprehension (Reading Improvement Programme) given to the pupils of experimental group has proved itself significantly more effective than the treatment of reading comprehension given to the pupils of control group.

(d) Impact of Reading Improvement Programme on pupils of Std. VI on Reading Comprehension

The adjusted mean score of reading comprehension of pupils of class VI of the experimental group is of 40.80 and that of pupils of class VI of the control group is of 27.61. And the difference between them is highly significant (table 8.18). Therefore it is concluded that the treatment of reading comprehension (reading improvement programme) given to the pupils of the experimental group has proved itself significantly more effective then the treatment of reading comprehension given to the pupils of the control group.

(e) Impact of Reading Improvement Programme on pupils of Std. VII on Reading Comprehension

The adjusted mean score of reading comprehension of pupils of class VII of the experimental group is of 43.98 and that of pupils of class VII of the control group is of 38.13. And the difference between them is highly significant (table 8.21). Therefore it is concluded that the treatment of Reading Comprehension (Reading Improvement Programme) given to the pupils of the experimental group has proved itself significantly more effective than the treatment of reading comprehension given to the pupils of control group.

(f) Impact of Reading Improvement Programme on pupils of Std. V on Rate of Reading per minute.

The adjusted mean of Rate of Reading per minute (R.R.p.m.) of pupils of class V of the experimental group is 127.12 and that of pupils of class V of the control group is 102.02. And the difference between them is highly significant (table 8.24). Therefore it is concluded that the treatment of speed of Reading Improvement Programme given to the pupils of the experimental group has proved itself significantly more

effective than the treatment of speed of reading given to the pupils of the control group.

(g) Impact of Reading Improvement Programme on pupils of Std. VI on Rate of Reading per minute

The adjusted mean of rate of reading per minute of pupils of class VI of the experimental group is 170.87 and that of pupils of Class VI of the control group is 143.56. And the difference between them is highly significant (table 8.27). Therefore it is concluded that the treatment of speed of reading (Reading Improvement Programme) given to the pupils of the experimental group has proved itself significantly more effective than the treatment of Speed of Reading given to the pupils of the control group.

(h) Impact of Reading Improvement Programme on pupils of Std. VII on Rate of Reading per minute

The adjusted mean of Rate of Reading per minute of pupils of class VII of the experimental group is of 186.60 and that of pupils of class VII of the control group is of 155.23. And the difference between them is highly significant (table 8.30). Therefore it is concluded that the Reading Improvement Programme treatment for the increasing the Rate of Reading per minute has proved itself significantly more effective than the treatment given to the students of the control group.

(i) Impact of Reading Improvement Programme on pupils of of Std. V in the context of SES on Reading Comprehension

The main effect of treatment as an independent variable is highly significant on the development of reading comprehension of pupils of std. V (table 8.32). The mean difference between the two treatments is of 7.32 which is significantly in favour of the experimental group i.e. Reading Improvement Programme (tables 8.31 and 8.32). Hence it could be concluded that the Reading Improvement Programme Treatment given to students of std. V is significantly effective in the development of Reading Comprehension in the pupils even when they are not matched on any controlling variables.

The main effect of SES as an independent variable is also highly significant on the development of Reading Comprehension of pupils of Std. V (table 8.332). The mean difference between high SES level and low SES level is 8.4 which is significantly in favour of the high level and SES (tables 8.31 and 8.32). Hence it could be concluded that the students coming from the high level of SES are found evidently superior in Reading Comprehension to their counterparts. Hence it could be further concluded that SES could be an effective control variable in the development of Reading Comprehension of pupils of Std. V.

Both independent variables are equally effective on Reading Comprehension, if they are allowed to function separately. If they are taken together they confound with each other significantly (table 8.32). The mean difference between the students with low SES level taking experimental treatment and the students with high SES level taking the non-experiment treatment is of 1.08 which is too small to be significant at .05 level of significance (table 8.33). Hence the students of both the groups are just equal in the development of Reading Comprehension.

The students belonging to low SES level and taking control treatment are found extremely poor in the development of Reading Comprehension since their mean performance is the lowest of all and lower than the combined mean (tables 8.31 and 8.33). And contrary to this, the students of high level SES taking experimental treatment are evidently found the most benefitted by Reading Improvement Programme of all, since their mean performance is the highest of all and even much higher than the combined mean (tables 8.33 and 8.31). Hence it is concluded that the Reading Improvement Programme Treatment given to pupils of Std. V remained exclusively more effective with the students coming from high SES level than the students coming from low SES level (table 8.33).

(j) <u>Impact of Reading Improvement Programme on pupils of Std. VI in the context of SES on Reading Comprehension</u>

The main effect of treatment as an independent variable is highly significant on the development of reading

comprehension of pupils of std. VI (table 8.35). The mean difference between the two treatments is of 9.64 points which is significantly in favour of the experimental group that is the group taking Reading Improvement Programme Treatment (tables 8.34 and 8.35). Hence it could be concluded that the Reading Improvement Programme treatment given to pupils of std. VI is significantly effective in the development of Reading Comprehension in pupils even when they are not matched on any controlling variables.

The main effect of SES as an independent variable is also highly significant on the development of Reading Comprehension of pupils of std. VI (table 8.35). The mean difference between high SES and low SES levels is of 9.08 points which is significantly in favour of the high SES level (tables 8.34 and 8.35). Hence it is quite reasonable to conclude that the students of high SES level are found evidently superior in reading comprehension to their counterparts. Hence it could be further concluded that SES could be an effective variable for the development of reading comprehension of pupils of std. VI.

Both the mndependent variables are equally effective on Reading Comprehension, if they are allowed to function separately. If they are taken together they confound with each other significantly (table 8.35). The mean difference between the students with low SES level taking experimental treatment and the students with high SES level taking control treatment is of .56 which is too small to be significant at .05 level ofsignificance. (table 8.36). Therefore students of both the groups are just equal in the development of reading comprehension as there is an interaction between the two variables.

The students belonging to low SES level and taking control treatment are found extremely poor in the development of Reading Comprehension, since their mean performance is the lowest of all and lower than the combined mean (tables 8.34 and 8.36). And contrary to this, the students of high level SES taking experimental treatment evidently found the most benefitted in the development of Reading Comprehension of all, since their mean performance is the highest of all and even much higher than the combined mean

(tables 8.34 and 8.36). Hence it is concluded that the Reading Improvement Programme Treatment given to pupils of Std. VI proved exclusively more effective with the students coming from high SES level than the students coming from low SES level (table 8.36).

(k) <u>Impact of Reading Improvement Programme on Pupils of Std. VII in the context of SES on Reading Comprehension</u>

The main effect of treatment as on independent variable is highly significant on the development of Reading Comprehension of pupils of Std. VII (table 8.38). The mean difference between treatments is of 8.00 points which is significantly in favour of the experimental one i.e. Reading Improvement Programme (tables 8.37 and 8.38). Hence it is concluded that the Reading Improvement Programme treatment given to pupils of std. VII is significantly effective in the development of Reading Comprehension in pupils of even when they are not matched on any controlling variables.

The main effect of SES as on independent variable is also highly significant on the development of Reading Comprehension of students of std. VII (table 8.38). The mean difference between two levels is of 11.76 points which is significantly in favour of the high level SES (tables 8.37 and 8.38). Hence this led to conclude that the students of high level SES are found evidently superior in Reading Comprehension to their counterparts. Hence it is further concluded that SES could be an effective variable in the development of Reading Comprehension of pupils of std. VII.

If both the independent variables are allowed to function separately they could be equally effective on Reading Comprehension but if they are taken together they confound with each other significantly (table 8.38). The mean difference between the students with low SES level taking experimental treatment and the students with high SES level taking the non-experimental treatment is of 3.76 points which does not reach to the table value of .05 significance level (table 8.39). Hence it is concluded that the students of both the groups with such combinations are just equal in the development of Reading Comprehension.

The students belonging to low SES level and taking non-experimental treatment are found extremely poor in the development of Reading Comprehension, since their mean performance is the lowest of all and lower than the combined mean (table 8.37 and 8.39). And contrary to this, the students of high level SES taking experimental treatment are evidently found the most benefitted of all in the development of reading comprehension, since their mean performance is the highest of all and much higher than the combined mean (tables 8.39 and 8.37). Hence it is quite reasonable to conclude that the Reading Improvement Programme Treatment given to students of Std. VII proved exclusively more effective with the students coming from high SES level than the students coming from low SES level (table 8.39).

(1) <u>Impact of Reading Improvement Programme on pupils of Std. V in the context of SES on Rate of Reading per minute</u>

The main effect of treatment as an independent variable is highly significant on the increase of Rate of Reading per minute (R.R. p.m.) of pupils of Std. V (table 8.41). The mean difference of 28.82 between two treatments is significantly in favour of the experimental treatment i.e. Reading Improvement Programme (tables 8.40 and 8.41). Hence this led to conclude that the Reading Improvement Programme Treatment given to pupils of Std. V is significantly effective in the development of Rate of Reading per minute in pupils (even when they are not matched on any controlling variables).

The main effect of SES as an independent variable is also highly significant on the increase of Rate of Reading per minute of students of std. V (table 8.41). The mean difference of 26.5 between two levels of SES is significantly in favour of high SES level (tables 8.40 and 8.41). Hence it is concluded that the students of high level SES are found evidently superior to their counterparts in the increase of Rate of Reading per minute. Hence it is further concluded that SES is an effective variable in the increase of Rate of Reading per minute of the pupils of Std. V.

If both the independent variables are allowed to function separately, they could be equally effective on Rate of Reading per minute. But if they are taken together they confound with each other significantly (table 8.41). The mean difference between the students with low SES taking experimental treatment and the students with high SES level taking nonexperimental treatment is of 2.32 which is too small to be significant at .05 level of significance (table 8.42). Hence it is concluded that the students of both the groups with such combinations are just equal.

The students belonging to low SES level and taking non-experimental treatment are found extremely poor in the increase of Rate of Reading per minute, since their mean performance is the lowest of all, and lower than the combined mean (table 8.42 and 8.40). And contrary to this, the students of high level SES taking experimental treatment are evidently found the most benefitted of all in the increase of Rate of Reading per minute, since their mean performance is the highest of all and much higher than the combined mean (tables 8.42 and 8.40). Hence it is concluded that the Reading Improvement Programme Treatment given to pupils of Std. V proved exclusively more effective in increasing the Rate of Reading per minute with the students coming from high SES level than the students from low SES level (table 8.42).

(m) <u>Impact of Reading Improvement Programme on pupils of Std. VI in the context of SES on Rate of Reading per minute</u>

The main effect of treatment as an independent variable is highly significant on the increase of Rate of Reading per minute of pupils of Std. VI (table 8.44). The mean difference of 39.44 between two treatments is significantly in favour of the experimental treatment i.e. Reading Improvement Programme Treatment (tables 8.43 and 8.44). Hence it is concluded that the Reading Improvement Programme Treatment given to pupils of Std. VI is significantly effective in the increase of Rate of Reading per minute in pupils.

The main effect of SES as an independent variable is highly significant on the increase of Rate of Reading per minute of pupils of std. VI (table 8.44). The mean difference of 24.16 between two levels of SES is significantly in favour of high SES level (tables 8.43 and 8.44). Hence it is concluded that the students of high level SES are found evidently superior to their counterparts in the increase of Rate of Reading per minute.

If both the independent variables are allowed to function separately, they could be equally effective on Rate of Reading per minute. But if they are taken together, they confound with each other significantly (table 8.44). The mean difference between the students with low SES taking experimental treatment and the students with high SES level taking non-experimental treatment is of 15.28 which falls short to reach the value of .05 level of significance (table 8.45). Hence it could be concluded that the students of both the groups with such combinations are by and large equal.

The students belonging to low SES level and taking non-experimental treatment are found extremely poor in the increase of Rate of Reading per minute, since their mean performance is the lowest of all, and lower than the combined mean (tables 8.45 and 8.43). And contrary to this, the students of high level SES taking experimental treatment are evidently found the most benefitted of all in the increase of Rate of Reading per minute, since their mean performance is the highest of all and much higher than the combined mean (tables 8.45 and 8.43). Hence it is quite reasonable to conclude that the Reading Improvement Programme Treatment given to pupils of std. VI remained exclusively more effective with the students coming from the high SES level than the students from the low SES level (table 8.45).

(n) Impact of Reading Improvement Programme on pupils of Std. VII in the context of SES on Rate of Reading per minute

The main effect of treatment as an independent variable is highly significant in the increase of Rate of

Reading per minute of pupils of std. VII (table 8.47). The mean difference of 28.62 between two treatments is significantly in favour of the experimental treatment i.e. Reading Improvement Programme Treatment (tables 8.46 and 8.47). Hence it is concluded that the Reading Improvement Programme treatment given to pupils of Std. VII is significantly effective in the increase of Rate of Reading per minute in pupils.

The main effect of SES as an independent variable is highly significant on the increase of Rate of Reading per minute of pupils of std. VII (table 8.47). The mean difference of 49.1 between two levels of SES is significantly in favour of the high SES level (tables 8.46 and 8.47). Hence it is concluded that the students of high level SES are found evidently superior to their counterparts in the increase of Rate of Reading per minute.

As both the independent variables do not interact with each other and function independently pull in the same direction, jointly to produce their positive effect on the increase of Rate of Reading per minute of pupils of std. VII (tables 8.47 and 8.48).

Of the two, the main effect of SES is much higher than that of the treatment. Hence here high SES level plays dominant role in the increase of Rate of Reading per minute (table 8.48). The means of treatment combination with high SES level differ significantly with the same treatment combination with low SES level. (table 8.48). Hence it could be concluded that students with high SES level taking experimental treatment are far superior to their counterparts.

Educational Implications

There is a great dearth of valid tools to measure reading comprehension abilities and rate of reading of students of primary schools as well as secondary schools. The present project has produced three reliable and valid tools to measure reading comprehension abilities and rate of reading i.e. speed of reading of students of classes V, VI and VII that is upper primary stage. These tests will

be useful to the teachers working with the classes V, VI and VII and will help them to know the actual level of their students in reading comprehension abilities and speed of reading.

The second aspect of the present project was to prepare a programme to improve reading comprehension and reading speed of the students of stds. V, VI and VII. If the teachers who are concerned would care to improve the levels of achievements in school subjects they could use Reading Improvement Programme to improve Reading Comprehension abilities and speed of reading which are significanly related with the achievement of school subjects.

Through the Reading Improvement Programme (R.I.P.) teachers can improve their students reading comprehension abilities and Rate of Reading per minute. With the help of measuring tools they would precisely measure their reading comprehensional abilities and speed and continue their efforts in the directions to make the students attain higher goals in the levels of achievement in the subjects. Thus the findings of the present project will go a long way in making the learners better achievers in school subjects since it has produced the most useful tools to measure reading comprehension abilities and Rate of Reading per minute and effective programmes to improve comprehension abilities and rate of reading per minute. Through extension service centres more teachers could be made aware of the need of use of such reading improvement programme and valid tools measuring the level of reading comprehension and rate of reading per minute of their students. If they are rightly made aware of such programmes and tools they could lead their students in acquiring basic skills of reading comprehension which are very helpful in self study or auto learning. The auto-learning is the need of the hour in many walks of life. In the complex society one must form a habit of a continuous learning. And reading is a handy skill to help them in their efforts in this directions.

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